Mississippi Southern College

Bulletin and General Announcements

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For the Academic Year
1954-1955

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HATTIESBURG, MISSISSIPPI

DEPARTMENT OF SOCIOLOGY

VOLUME 41 NUMBER 4

Mississippi Southern College

Hattiesburg, Mississippi

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Accredited

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Mississippi Association of Colleges

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ANNOUNCEMENTS

1954-1955

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FALL QUARTER OPENS SEPTEMBER 13, 1954

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WELCOME
TO
SOUTHERN
MISSISSIPPI SOUTHERN COLLEGE
SENIOR CLASS OF 1951

BOARD OF TRUSTEES

Of State Institutions of Higher Learning, State of Mississippi

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OFFICERS OF BOARD

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E. R. JOBE ..... Executive Secretary

GENERAL CALENDAR

FALL QUARTER—1954

Wednesday, September 8
8:30 A. M. Demonstration School opens

Saturday, September 11
8:00 A. M. Registration for graduate students

Sunday, September 12
12:00 Noon Dormitories open for freshmen and transfers

Monday, September 13
8:00 A. M. Tests and orientation for freshmen and transfers

Tuesday and Wednesday, September 14 and 15
Registration for undergraduate students

Thursday, September 16
8:00 A. M. All morning classes meet on a 45-minute schedule
11:00 A. M. Special assembly

Friday, October 25—Beginning of second term of fall quarter

Wednesday, November 24
4:00 P. M. Thanksgiving holidays begin

Monday, November 29
8:00 A. M. Class work resumed

Wednesday, Thursday, Friday, December 1, 2, 3
Fall quarter examinations and records

WINTER QUARTER—1954-1955

Saturday, December 4
8:00 A. M. Registration for graduate students

Monday, December 6—Registration for undergraduate students

Sunday, December 12
8:00 P. M. Annual presentation of "The Messiah"

Friday, December 17
1:00 P. M. Christmas holidays begin

Sunday, January 2
12:00 Noon Dormitories open

Monday, January 3
8:00 A. M. Class work resumed

Monday, January 31—Beginning of second term of winter quarter

Wednesday, Thursday and Friday, March 9, 10, 11
Winter quarter examinations and records

SPRING QUARTER—1955

Saturday, March 12
8:00 A. M. Registration for graduate students

Monday, March 14—Registration for undergraduate students

Friday, March 25—High School Career Day

Thursday, April 7
4:00 P. M. Easter holidays begin

Monday, April 11
8:00 A. M. Class work resumed

Monday, April 25—Second term of spring quarter begins

Sunday, May 1, to Sunday, May 8
Choir trip

Tuesday, May 24
10:00 A. M. Honors Day

Wednesday, May 25—Senior examinations

Friday, May 27
8:00 P. M. Graduation exercises for the Demonstration School

Sunday, May 29
11:00 A. M. Baccalaureate sermon
5:30 P. M. Graduation exercises

Wednesday, Thursday, and Friday, June 1, 2, 3
Spring quarter examinations and records

SUMMER QUARTER—1955

Monday, June 6—Registration for summer quarter

Monday, June 13, to Friday, June 17
Annual Reading Conference

Monday, July 18—Registration for second term of summer quarter

Monday, August 15—Senior examinations

Wednesday, August 17
8:00 P. M. Graduation exercises

Thursday and Friday, August 18 and 19
Summer quarter examinations and records

ADMINISTRATIVE OFFICERS

R. C. Cook, B.S., M.A., Ed.D.—President

R. A. McLemore, A.B., M.A., Ph.D.—Dean of the College

Porter L. Fortune, Jr., A.B., M.A., Ph.D.—Dean of the Basic College

W. H. Sumrall, A.B., M.A., Ph.D.—Dean of the Graduate School of Education

James R. Switzer, B.S., M.S., Ed.D.—Dean of Student Welfare and Dean of Men

O. N. Darby, B.S., M.A., Ph.D.—Registrar

Mary Pulley, B.S.—Registrar Emeritus

C. O. Smalling, B.S.—Financial Secretary

Lena Y. Gough, B.S., M.A.—Dean of Women

Ivah O. Wilber, B.A., M.S.—Assistant Dean of Women

John T. Palmer, B.S., M.A.—Assistant Dean of Men

Anna M. Roberts, A.B., M.A., B.S. in L.S.—Librarian

James R. Johnson, B.S.Ed., LL.B., M.A., Ed.D.—Director of Extension and School Service

Willie Ewell, B.S., M.A.—Director of Correspondence Study

Reed Green, B.S.—Director of Inter-collegiate Athletics

Jack Moore, B.S.—Director of Public Relations

Murray W. Kenna, B.S., M.A.—Director of Admissions

Powell G. Ogletree, B.S., M.A.—Alumni Secretary

James E. McKee, B.S., M.A.—Director of Guidance Clinic

Dorothy Lenoir—Director of Placement Bureau

HEADS OF DIVISIONS

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Joseph A. Greene, A.B., M.A., Ph.D.—Commerce

John M. Frazier, B.S., M.A.—Conservation and Natural Resources

Roy G. Bigelow, B.S.Ed., M.A., Ph.D.—Education and Psychology

Frank E. Marsh, Jr., Mus.B., M.A.—Fine Arts

Clarence E. McCarver, B.S., M.A., Ed.D.—Health and Physical Education

Bertha M. Fritzsche, B.S., M.S., Ph.D.—Home Economics

Norman W. Bedwell B.S., M.A., Ed.D.—Industrial Arts

Thomas Daniel Young, B.S., M.A., Ph.D.—Language and Literature

Tom E. Cole, Lt. Col., U.S.A., A.B.—Military Science and Tactics

Oliver V. Austin, A.B., M.A.—Physical Sciences and Mathematics

Leon A. Wilber, A.B., M.A., Ph.D.—Social Studies

Paul D. Brandes, A.B., M.A., Ph.D.—Speech Arts

FACULTY

Robert Cecil Cook, B.S., M.A., Ed.D. — President

B.S., Missisippi State College, 1924; M.A., Teachers College, Columbia University, 1933; Ed.D., 1942.

Duane A. Adams, A.B., A.M. — Assistant Director, Institute of Latin-American Studies

A.B., University of Nebraska, 1947; A.M., 1949.

Raymond M. Ainsley, A.B., M.A., Ed.D. — Director of Educational Research and School Service and Assistant Professor of Educational Administration

A.B., University of North Carolina, 1930; M.A., Woman's College of University of North Carolina, 1948; Ed.D., Teachers College, Columbia, University, 1953.

John H. Allen, B.A., M.A. — Assistant Professor of Sociology

B.A., Southeastern Louisiana College, 1949; M.A., Louisiana State University, 1951; graduate study, Pennsylvania State University, 1951-53.

Charles Edward Ambrose, B.F.A., M.A. — Assistant Professor of Art

B.F.A., University of Alabama, 1949; M.A., 1950.

Maude Virginia Anderson, A.B., M.A. — Circulation Librarian

A.B., Mississippi State College for Women, 1931; M.A., George Peabody College, 1951.

Betty H. Austin, A.B., M.A. — Instructor in Art

A.B., Western Kentucky State Teachers College; M.A., George Peabody College.

Oliver V. Austin, A.B., M.A. — Head of Division of Physical Sciences and Mathematics
Professor of Chemistry

A.B., University of Mississippi, 1911; M.A., 1912; graduate study, University of Illinois, 1920; graduate study, Universty of Chicago, 1929-30.

William H. Avery, Jr., Captain, U.S.A., B.S. — Assistant Professor of Military Science and Tactics

B.S., Georgia Institute of Technology, 1943.

Mary Poe Baylis, A.B., Mus.B. — Associate Professor of Piano and Piano Pedagogy

A.B., Davenport College, Lenoir, N. C., 1922; Mus.B., New York School of Music and Arts, 1924; Student of Arthur Friedheim, Dr. William Berwald, Harry Vibbard, Silvio Scionti, Edward Collins, Leo Sowerby; graduate study, summer, 1949, University of Wyoming, Piano with Alan Willman and Gunnar Johansen.

Loyal M. Bearss, B.A., M.S. — Director of Speech and Hearing Clinic and Assistant Professor of Speech

B.A., Western Michigan College, 1948; M.S., Purdue University, 1950; graduate study, 1951.

Norman W. Bedwell, B.S., M.A., Ed.D. — Head of Division of Industrial Arts and Assistant Professor of Industrial Arts

B.S., University of Alabama, 1941; M.A., 1946; Ed.D., Bradley University, 1951.

Roy G. Bigelow, B.S.Ed., M.A., Ph.D. — Head of Division of Undergraduate Education and Psychology, Director of Workshops, and Professor of Education

B.S.Ed., Central Missouri State College, 1920; M.A., University of Missouri, 1926; Ph.D., George Peabody College, 1939; independent study in Business and Public Administration, 1940-1941, guided by Vanderbilt University

Hazel M. Black, A.B., M.A.—Assistant Professor of Elementary Education
A.B., Iowa State Teachers College, 1944; M.A., George Peabody College, 1945.

Edna Gene Blethen, A.B., M.A.—Instructor in Music Education (Methods) and Critic Teacher in Music Education in Demonstration School
A.B., Marshall College, 1945; M.A., Columbia University, 1948; Student of Louise Fay Haworth, Evan Evans, Renee Maison, Harry Robert Wilson.

Willa Bolton, A.B., M.A.—Professor Emeritus of Geography
A.B., Mississippi State College for Women, 1899; M.A., Columbia University, 1922; graduate study, Clark University, 1931.

Herman Boroughs, B.S., M.Ed., Ed.D.—Associate Professor of Education, Supervisor of Practice Teaching in the Field and Assistant Director of the Extension Division
B.S., Texas College of Arts and Industries, 1935; M.Ed., University of Missouri, 1946; Ed.D., 1948.

Paul D. Brandes, A.B., M.A. Ph.D.—Head of Division of Speech Arts and Associate Professor of Speech
A.B., Eastern Kentucky State Teachers College, 1942; M.A., University of Wisconsin, 1947; Ph.D., University of Wisconsin, 1953; Law School, University of Mississippi, summer 1953.

H. Theo Breland, B.S., M.A.—Part-time Instructor in Extension
B.S., Mississippi Southern College, 1948; M.A., 1951.

Olin T. Brown, A.B., M.A., Ph.D.—Head of Department of Geology and Professor of Geology
A.B., Ohio State University, 1925; M.A., Colgate University, 1927; Ph.D. Cornell University, 1930.

William G. Burks, A.B., M.A., Ph.D.—Head of Department of Foreign Languages and Associate Professor of Modern Languages
A.B., University of Mississippi, 1928; M.A., University of Alabama, 1935; Ph.D., University of North Carolina, 1948.

Zed H. Burns, B.S., M.S., Ed.D.—Head of Department of Psychology and Professor of Psychology and Education
B.A. in Arch., Alabama Polytechnic Institute, 1927; M.S., 1929; Ed.D., University of Cincinnati, 1937.

John N. Burrus, A.B., M.A., Ph.D.—Head of Department of Sociology and Associate Professor of Sociology
A.B., University of Mississippi, 1942; M.A., Louisiana State University, 1944; Ph.D., 1950.

Pearl Campbell, B.S., M.S.—Assistant Professor of Home Economics
B.S., Mississippi State College for Women, 1914; M.S., Iowa State University, 1932.

Wilbur Lloyd Carr, A.B., M.A.—Assistant Professor of Health and Physical Education
A.B., University of North Carolina, 1948; M.A., 1949; graduate study, 1951-52, 1952-53.

Carl Carrier, A.B., M.A.—Assistant Professor of German
A.B., University of Kentucky, 1950; M.A., University of Illinois, 1952.

J. E. Carruth, A.B., M.A., Ph.D.—Acting Professor of Education
A.B., Millsaps College, 1905; M.A., George Peabody College, 1924; Ph.D., 1934.

Bonnie Clinton, B.S., M.A.—Critic Teacher, Fourth Grade Demonstration School
B.S., University of Akron, 1934; M.A., Mississippi Southern College, 1952.

Tom E. Cole, Lt. Col., U.S.A., A.B. — Professor of Military Science and Tactics

A.B., University of California, 1936.

Robert C. Congleton, B.S., M.S. — Assistant Professor of Psychology

B.S., Indiana State Teachers College, 1947; M.S., Purdue University, 1949.

Nan Cooper, B.S., M.S. — Instructor in Education
Critic Teacher in Demonstration School

B.S., Mississippi State College, 1940; M.S., 1948.

Guy Lynn Crosen, B.L. — Part-time Instructor in Extension

B.L., Tarkio College, 1919; graduate study, University of Iowa, 1928; University of South Dakota, 1929.

[1]Starling A. Cumberworth, Mus.B., M.M., Mus.M. — Head of Theory and Composition Departments and Associate Professor of Theory and Composition

Mus.B., Cleveland Institute of Music, 1939; M.M., 1940; Mus.M., Yale University, 1948; graduate study, Western Reserve University and Eastman School of Music of the University of Rochester. Student of Nadia Boulanger, Quincy Porter, Arthur Shepherd, Herbert Elwell, H. Leroy Baumgartner, composition; Paul Hindemith, Richard Donovan, Gustave Soderland, Ward Lewis, theory; John Reymes King, musicology; Bruce Simonds, Ralph Kirkpatrick, Arthur Loesser, history; Boris Goldovsky, conducting; Joseph Fuchs, Margaret Randall, violin.

Overton A. Currie, B.B.A., LL.B. — Part-time instructor in Commercial Law

B.B.A., University of Mississippi, 1948; LL.B., 1949.

Bernice Curry, B.S. — Part-time Instructor in Institute of Latin-American Studies

B.S., Mississippi Southern College, 1953; graduate study, 1953-54.

O. N. Darby, B.S., M.A., Ph.D. Registrar and Assistant Professor of English

B.S., Mississippi Southern College, 1926; M.A., University of Michigan, 1932; Ph.D., George Peabody College, 1953.

Elizabeth Ann Davis, B.S., M.A. — Instructor in Health and Physical Education

B.S., Colorado University, 1950; M.A., Mississippi Southern College, 1952.

J. Treadwell Davis, B.S., M.A., Ph.D. — Professor of History

B.S., Memphis State, 1936; M.A., Vanderbilt University, 1938; Ph.D., 1949.

Marie Davis, A.B., M.A. — Instructor in Education and Critic Teacher in Demonstration School

A.B., Mississippi State College for Women, 1926; M.A., University of Michigan, 1941.

Eloise C. Dent, B.S., M.A. — Instructor in Education and Assistant in the Reading Clinic

B.S., Mississippi Southern College, 1946; M.A., 1950.

Annie Louise D'Olive, B.S., M.A. — Assistant Professor of Art

B.S., Mississippi Southern College, 1927; M.A., Teachers College, Columbia University, 1934; graduate study, Dixie Art Colony, 1941; study at Pennsylvania Academy of Fine Arts.

Pattie Simmons Dowell, B.S., M.S., Ed.D. — Professor of Education

B.S., George Peabody College, 1927; M.S., North Carolina State College of the University of North Carolina, 1930; Ed.D., New York University, 1945.

Mary Frances Dunstan, A.B., M.S. — Assistant Professor of Commerce

A.B., Florida State University, 1931; M.S., New York University, 1942; graduate study, 1947-50.

[1]Carl C. Durkee, B.S., M.A. — Coordinator of Special Education Services and Assistant Professor of Psychology

B.S., Wisconsin State Teachers College, 1942; M.A., Northwestern University, 1945; graduate study, University of Chicago and University of Illinois.

Henry B. Easterling, B.S., M.A., Ed.D.—Assistant Professor of Education
B.S., Mississippi Southern College, 1939; M.A., University of Alabama, 1947; Ed.D., Duke University, 1952.

Katherine Marie Eide, Mus.B., Mus.M.—Asst. Professor of 'Cello and Theory
Mus.B., Oberlin College, 1936; Mus.M., 1940; student in 'cello of John Frazer, Emanuel Feuermann; theory student of Normand Lockwood.

Joseph M. Ernest, Jr., A.B., M.A., Ph.D.—Assistant Professor of English
A.B., Maryville College, 1937; M.A., University of Tennessee, 1942; Ph.D., 1952.

Leon Eubanks, B.S., M.A.—Assistant Professor of English
B.S., Mississippi Southern College, 1930; M.A., University of Mississippi, 1931; graduate study, George Peabody College.

Michael J. Eubanks, B.S., M.A.—Assistant Professor of History
B.S., Mississippi Southern College, 1938; M.A., Tulane University, 1942.

[1]Virginia Isabelle Felder, A.B., M.S.—Assistant Professor of Mathematics
A.B., Mississippi State College for Women, 1927; M.S., Tulane University, 1931; graduate study, Duke University, 1938; Louisiana State University, 1939; University of Chicago, 1942; Northwestern University, 1950.

Lawrence V. Fisher, Mus.B., Mus.M.—Assistant Professor of Music and Head of String Instruments Department
Mus.B., Eastman School of Music, 1949; Mus.M., 1950.

Lee Floyd, A.B.—Head Basketball Coach and Instructor in Health and Physical Education
A.B., Texas Western College, 1943.

Madeline Virginia Flynt, A.B., M.A.—Assistant Professor of Library Science
A.B., Mississippi Woman's College, 1930; Certificate in Library Science, University of Alabama, 1934; M.A. in L.S., George Peabody College, 1950.

Katherine S. Foote, A.B., B.S., M.S.—Instructor in Education and Critic Teacher in Demonstration School
A.B., Whitworth College, 1912; B.S., Mississippi Southern College, 1931; M.S., Louisiana State University, 1932.

Minnie B. Ford, B.S., M.A.—Instructor in Education Critic Teacher in Demonstration School
B.S., George Peabody College, 1930; M.A., 1932; further study, 1932, and University of Michigan, 1952.

Porter Lee Fortune, Jr., A.B., M.A., Ph.D.—Dean of the Basic College and Professor of History
A.B., University of North Carolina, 1941; M.A., Emory University, 1946; Ph.D., University of North Carolina, 1949.

Stanley E. Fowler, B.A., M.A.—Assistant Professor of Child Development and Family Life
B.A., Baylor University, 1947; M.A., George Peabody College, 1948; graduate study, University of North Carolina, 1949-1951; graduate study, Florida State University, 1951-1953.

Frederick W. Franck, A.B., M.A.—Instructor in Institute of Latin American Studies
A.B., University of Illinois, 1938; graduate study, National University of Mexico.

John M. Frazier, B.S., M.A.—Head of Division of Conservation and Natural Resources, Associate Professor of Conservation and Natural Resources, and Curator of Museum
B.S., George Peabody College, 1927; M.A., 1929; graduate study, University of Chicago, 1933; Leland Stanford University, 1950-51.

Thomas H. Freeny, B.S., M.A.—Professor Emeritus of Psychology
B.S., Mississippi College, 1900; M.A., 1901; M.A., George Peabody College, 1928; graduate study, summer quarters 1930, 1931, 1935.

Bertha M. Fritzsche, B.S., M.S., Ph.D.—Head of Division of Home Economics and Professor of Home Economics
B.S., Iowa State College, 1922; M.S., 1929; Ph.D., Ohio State University, 1950.

Mildred Garretty Williams, B.S.—Instructor in Health and Physical Education and Critic Teacher in Demonstration School
B.S., Mississippi Southern College, 1952.

Leland D. Gebhart, A.B., M.A.—Part-time Instructor in Extension
A.B., Indiana University, 1929; M.A., George Peabody College, 1940.

Mary Louise Gehring, A.B., M.A., Ph.D.—Associate Professor of Speech and Director of Forensics
A.B., Baylor University, 1943; M.A., Louisiana State University, 1949; Ph.D., 1952.

Anna E. George, Mus.B., Mus.M.—Instructor Emeritus in Music
Three years' study, Paris and London; student of Madame Julie Sive-Kine, Edgar A. Brazleton, Paul Corder, Emil Schwartz, Rosetter Cole, Grace Potter Carral, Irwin Fischer.

Altra Howse Gill, B.S., M.S.—Assistant Professor of Home Economics
B.S., Mississippi Southern College, 1942; M.S., University of Tennessee, 1948.

John Edmond Gonzales, B.S., M.A.—Assistant Professor of History
B.S., Louisiana State University, 1943; M.A., 1945; graduate study, University of North Carolina, summer 1947; 1948-49; spring 1950; 1950-51.

Lena Y. Gough, A.B., M.A.—Dean of Women and Assistant Professor of English
A.B., Alabama College, 1928; M.A., George Peabody College, 1938.

Reed Green, B.S.—Director of Athletics
B.S., Mississippi Southern College, 1934.

Joseph A. Greene, Jr., A.B., M.A., Ph.D.—Head of Division of Commerce Professor of Economics
A.B., Berea College, 1941; M.A., University of Virginia, 1934; Ph.D., 1951.

Deane Griffis, B.S., M.A.—Critic Teacher of English in Demonstration School
B.S., Mississippi Southern College, 1937; M.A., Tulane University, 1951.

Clifford Hagenson, B.S.Ed., Ph.M.—Assistant Professor of Psychology in Extension
B.S.Ed., University of Illinois, 1939; Ph.M., University of Wisconsin, 1946.

Edward Emerson Hall, B.Ed., M.S., Ph.D.—Head of Geography Department and Professor of Geography
B.Ed., Southern Illinois Normal University, 1929; M.S., University of Michigan, 1932; Ph.D., George Peabody College, 1939; post graduate study, Furman University.

William B. Harlan, B.S., A.C.A., M.A.—Assistant Professor of Commerce
B.S., Western Kentucky State Teachers College, 1935; A.C.A., Bowling Green College of Commerce, 1938; M.A., George Peabody College, 1946.

Mary Stuart Harmon, B.S., Mus.M.—Assistant Professor of Piano and Music Education
B.S., Mississippi Southern College, 1931; Mus.M., 1949; student of Elizabeth Wood, New Orleans Conservatory, 1937, 1938; student in accompanying under Coenraad Bos and Bernard U. Taylor; coach and accompanist, New York City, 1945-1947; Juilliard School of Music.

Mary Sloan Hawkins, A.B., B.S., M.A.—Asst. Professor of English
A.B., Mississippi Synodical College, 1910; B.S., Mississippi Southern College, 1934; M.A., Teachers College, Columbia University, 1935.

Harold Martin Hefley, B.S., M.S., Ph.D.—Professor of Biological Sciences
B.S., University of Oklahoma, 1925; M.S., 1926; Ph.D., 1935.

Alma Hickman, A.B., Ph.B., M.A.—Professor of English
A.B., Mississippi State College for Women, 1912; Ph.B., University of Chicago, 1918; M.A., Columbia University, 1924; graduate study, University of Southern California, 1932; graduate study, University of Colorado, 1942.

Nollie W. Hickman, B.S., M.A.—Part-time Instructor in Extension
B.S., Mississippi Southern College, 1938; M.A., University of Mississippi, 1948; graduate study, University of Texas, 1950, 1952-53.

Laura May Hill, B.S., M.A.—Assistant Professor of Physical Education
B.S., George Peabody College, 1917; M.A., 1925; graduate study, Harvard University, New York University and Eastern School of Therapy.

Ralph E. Hitt, B.S., M.A.—Assistant Professor of English
B.S., Middle Tennessee State College, 1948; M.A., Vanderbilt University, 1950; graduate study, 1949-51.

Bessie Cooper Hopkins, A.B., B.S., M.A.—Assistant Professor of English
A.B., Whitworth College, 1909; B.S., Wesleyan College, 1910; A.B., Randolph-Macon Woman's College, 1912; graduate study, University of Mississippi and George Washington University; M.A., University of Alabama, 1948; study in creative writing, University of Oklahoma, summer 1950; study at Vanderbilt University, 1951, and George Peabody College, 1952-53.

Joseph Huck, Mus.B., M.M.—Head of Piano Department and Associate Professor of Piano and Theory
Mus.B., American Conservatory, 1936; M.M., 1940; private piano tutelage under Andre Skalski, Leroy Campbell, Rudolph Reuter, Allen Spencer.

George G. Hurst, B.S., M.A.—Instructor in Physical Sciences
B.S., Mississippi Southern College, 1939; M.A., Tulane University, 1953.

George Imbragulio, Mus.B., Mus.M.—Assistant Professor of Piano
Mus.B., Michigan State College, 1948; Mus.M., 1949; private piano tutelage under Ernst Victor Wolff; related subjects with Owen Reed and J. Murray Barbour.

Elizabeth Jackson, B.S., M.A.—Assistant Director of Nursery School
B.S., Mississippi Southern College, 1945; M.A., 1953.

Marjorie Jackson, Mus.B., Mus.M., A.A.G.O.—Asst. Professor of Organ, Theory and Musicology, College Organist
Mus.B., American Conservatory, 1947; Mus.M., 1949; artist student of Dr. Frank van Dusen, Andre Marchal, Claire Coci and Edouard Nies-Berger in organ; composition student of Stella Roberts and Theodore Chandler.

Willery Jackson, A.B., M.A.—Assistant Professor of History
A.B., Mississippi State College for Women, 1921; M.A., Columbia University, 1927; graduate study, Columbia University, 1931-33.

Netta M. Jenkins, B.S.—Part-time Instructor in Institute of Latin-American Studies
B.S., Mississippi Southern College, 1932; graduate study, University of Mississippi, 1938, 1939.

James R. Johnson, Jr., B.S., M.A.—Instructor in Institute of Latin-American Studies
B.S., Mississippi Southern College, 1949; M.A., 1951.

James Richard Johnson, B.S. in Ed., LL.B., M.A., Ed.D.—Head of Extension and Correspondence Division and Professor of Education
B.S. in Ed., Kirksville State Teachers College, 1922; LL.B., American Extension University, 1926; M.A., University of Missouri, 1926; Ed.D., 1940.

M. C. Johnson, B.S., M.S.—Asst. Professor of Health and Physical Education
B.S., Mississippi Southern College, 1941; M.S., Louisiana State University, 1948.

Sarah S. Johnson, A.B., M.A.—Instructor in Modern Languages
A.B., University of South Carolina, 1927; M.A., 1928; study at Institute de Touraine, Tours, France, 1929; Escuela Normal Superior, Bogota, Columbia, 1950.

Emily Peyton Jones, B.S., M.A.—Professor Emeritus of Education
B.S., George Peabody College, 1918; M.A., Teachers College, Columbia University, 1924; graduate study, 1936; graduate study, University of Southern California, 1937.

John Jones, Jr., B.S., M.A.—Head of Mathematics Department and Associate Professor of Mathematics
B.S., George Peabody College, 1940; M.A., 1946; graduate study, University of North Carolina, 1949; 1950-51; 1951-52; 1952-53.

Nobie Warren Jones, B.S., M.S.—Acting Director of Nursery School and Assistant Professor of Child Development
B.S., Mississippi Southern College, 1945; M.P.H., University of North Carolina, 1951; graduate study, 1951-52, 1952-53.

Murray W. Kenna, B.S., M.A.—Director of Admissions and Assistant Professor of Education
B.A., University of Mississippi, 1936; M.A., Mississippi Southern College, 1950; graduate study, University of Indiana, 1950-52.

John M. King, B.S., M.A.—Critic Teacher and Principal of Demonstration School; Instructor in Education
B.S., Mississippi Southern College, 1928; M.A., University of Mississippi, 1933; graduate study, George Peabody College, 1942; Colorado State College.

Sheriff L. Knight, A.B., M.A., Ed.D.—Director of Audio-Visual Education Library and Assistant Professor of Education
A.B., Southwestern, 1938; M.A., Mississippi Southern College, 1950; Ed.D., Indiana University, 1952.

Theodore M. Kohler, A.B., M.A., Ed.D.—Associate Professor of Health and Physical Education
A.B., University of Rhode Island, 1949; M.A., Teachers College, Columbia University, 1950; Ed.D., 1952.

Norvin L. Landskov, A.B., M.A., Ph.D.—Head of Department of Secondary School Education, Director of Student Teaching and Professor of Education
A.B., St. Olaf College, 1926; M.A., University of Minnesota, 1934; Ph.D., 1946.

Charles E. Lane, Jr., B.S., Ph.D.—Professor of Physical Sciences
B.S., University of Chicago, 1926; Ph.D., 1933.

L. R. LaVallee, A.B., M.A., Ph.D.—Assistant Professor of Economics
A.B., University of Colorado, 1940; M.A., Indiana University, 1941; Ph.D., Syracuse University, 1953.

Pearl Reynolds Leech, A.B., M.A.—Critic Teacher in Demonstration School and Instructor in Education
A.B., University of Mississippi, 1938; M.A., George Peabody College, 1945; summer study, University of Chicago, 1946.

Harold L. Leone, B.S., M.S.—Assistant Professor of Mathematics
B.S., Northwestern State College, 1947; M.S., Louisiana State University, 1949; graduate study, 1951-1952.

Frank T. Lewis, A.B., M.A.—Instructor in Speech Arts and Director of Radio
A.B., Louisiana State University, 1948; M.A., 1952.

Noyes B. Livingston, B.Pd., A.B., B.S., M.Ed.—Assistant Professor of Geology

B.Pd., University of Tulsa, 1916; A.B., 1917; B.S., Texas College of Arts and Industries, 1949; M.Ed., University of Texas, 1947; graduate study, Texas College of Arts and Industries, 1941-1943, 1947-1949; Texas Technological College, 1948-1949, University of Chicago, 1949, University of Texas, 1945-1947 and 1949-1952.

John Lloyd, A.B., M.A.—Part-time Instructor in Extension

A.B., Western State College; M.A., graduate study, University of Alabama, 1950-1951, 1952-1953.

Walter J. Lok, B.Des., M.Des.—Head of Art Department and Assistant Professor of Art

B.Des., University of Michigan, 1943; M.Des., 1947.

R. G. Lowery, B.S., M.A., Ph.D.—Professor of English

B.S., Mississippi College, 1918; M.A., George Peabody College, 1922; Ph.D., 1927.

Clarence E. McCarver, A.B., M.A., Ed.D.—Head of Division of Health and Physical Education, Professor of Health and Physical Education

A.B., Howard Payne College, 1931; M.A., George Washington University, 1934; Ed.D., University of Texas, 1942.

Helen Janet McDonald, Mus.B., M.M.—Associate Professor of Violin, Piano and Music Education

Mus.B., Chicago Musical College, 1932; M.M., 1949; graduate student, University of Michigan, 1944; Chicago Musical College, 1946; student of Leon Sametini, Paul Stassevitch, Gilbert Ross (violin); Gustav Dunkleberger, Wesley LaViolette, Max Wald (theory); David Mattern, Roxy Cowan, Rose Marie Grentzer, John C. Kendall (music education); Rudolph Ganz, Hans Rosenwald (music literature).

James E. McKee, B.S.Ed., M.A.—Director of Guidance Center Assistant Professor of Education

B.S.Ed., Pennsylvania State Teachers College, 1941; M.A., Teachers College, Columbia University, 1946; graduate study, 1946, 1947, and 1950.

R. A. McLemore, A.B., M.A., Ph.D.—Dean of the College and Professor of History

A.B., Mississippi College, 1923; M.A., George Peabody College, 1926; Ph.D., Vanderbilt University, 1933.

Sallie Stevens McLemore, B.S., M.A.—Critic Teacher in Demonstration School and Instructor in Education

B.S., George Peabody College, 1926; M.A., 1931; graduate study, University of California, 1944.

Carl L. McQuagge, B.S., M.A.—Director of the Demonstration School and Assistant Professor of Education

B.S., Mississippi Southern College, 1932; M.A., University of Mississippi, 1947; graduate study, University of Texas, 1951-52.

Philip A. Macomber, B.A., M.A.—Instructor in Speech and Dramatics

B.A., Otterbein College, 1950; M.A., Ohio State University, 1952.

Mary Jo Magee, A.B., B.S. in L.S.—Assistant Professor of Library Science and Assistant Librarian

A.B., Louisiana Polytechnic Institute, 1943; B.S. in L.S., George Peabody College, 1946.

Raymond Mannoni, B.S., B.M., M.M.Ed.—Director of College Band, Head of Instrumental Music Department and Assistant Professor of Instrumental Music

B.S., Kansas State Teachers, 1942; B.M., Naval School of Music, 1944; M.M.Ed., Northwestern, 1947, graduate study, 1952.

Frank Earl Marsh, Jr., Mus.B., M.A.—Head of Division of Fine Arts and Professor of Music

Mus.B., New England Conservatory of Music, 1916; M.A., Syqracuse University, 1926; student of Senor Alberto Jones, Dr. Adolf Frey, Kurt Fischer, Ethel Newcomb, Arthur Newstead, George W. Chadwick, F. Stuart Mason, Dr. William Berwald, Dr. Frank Sill Rogers.

J. L. Milam, A.B., M.A., Ed.D.—Professor of Health and Physical Education

A.B., Louisiana Institute of Technology, 1936; M.A., Columbia University, 1940; Ed.D., 1950.

Leo R. Miller, B.S.Ed., M.S.Ed., Ed.D.—Head of Department of Elementary Education and Professor of Elementary Education

B.S.Ed., Missouri Teachers College, 1935; M.S.Ed., University of Kansas, 1939; Ed.D., Pennsylvania State College, 1945.

Juanita Moore, A.B.—Assistant Professor of Voice

A.B. in Voice, Hastings College, 1951; Mus.M. in Theory, Eastman School of Music, 1953; student of Dr. Hayes M. Fuhr and Nicholas Konraty.

Leo C. Muller, Ph.B., M.Ed.—Head of Department of Journalism and Assistant Professor of Journalism

Ph.B., Loyola University of the South, 1946; M.Ed., Louisiana State University, 1952.

John B. Mullin, Jr., B.S., M.A.—Assistant Professor of Speech Arts and Director of Dramatics

B.S., Louisiana State University, 1949; M.A., 1950.

Jack D. Munn, B.S., M.A.—Asst. Professor of Mathematics

B.S., Mississippi Southern College, 1949; M.A., University of Alabama, 1950.

Warren B. Nations, B.S., M.B.A.—Instructor in Commerce

B.S., Mississippi Southern College, 1949; M.B.A., University of Mississippi, 1950.

John F. Nau, B.D., M.A.—Head of Department of Religion and Philosophy, and Assistant Professor of History and Philosophy

B.D., Concordia Seminary, 1936; M.A., Tulane University, 1948; graduate study, University of South Carolina, 1948-1952.

Robert H. O'Bannon, A.B., M.A.—Assistant Professor of English

A.B., Mississippi College, 1938; M.A., University of Mississippi, 1947; graduate study, University of Illinois, 1951.

Ellen Marie Olson, B.S., M.A.—Critic Teacher in Demonstration School

B.S., Mississippi Southern College, 1942; M.A., 1950.

Fannie Owings, B.S., M.S.—Assistant Professor of Home Economics

B.S., Mississippi Southern College, 1928; M.S., University of Tennessee, 1935; graduate study, University of Kentucky, summer 1949.

Ralph S. Owing, A.B., M.A., Ed.D.—Professor of Educational Administration

A.B., Wofford College, 1924; M.A., 1935; M.A., Teachers College, Columbia University, 1940; Ed.D., 1949.

John T. Palmer, B.S., M.A.—Assistant Dean of Men and Assistant Professor of English

B.S., Mississippi Southern College, 1943; M.A., Teachers College, Columbia University, 1947; graduate study, summer 1950; graduate study, University of Southern California, summer 1951 and summer 1952.

Minnie Patton, B.S., M.S.—Assistant Professor of Home Economics

B.S., George Peabody College, 1928; M.S., University of Tennessee, 1941.

Mildred W. Phelps, Mus.B., Mus.M., Ph.D.—Acting Assistant Professor of Music Education

Mus.B., John B. Stetson University, 1941; Mus.M., Northwestern University, 1947; Ph.D., State University of Iowa, 1951. Student of Helen Warner, Dr. Julia C. Allen, William Bailey, Dr. Arcule Sheasby (violin); Veronica Gove, John J. Heney, P. J. Gustat, Otto Krashauer, Traugott Rohner, Dr. John W. Beattie, Dr. Anne E. Pierce (music education).

Roger P. Phelps, Mus.B., Mus.M., Ph.D.—Head of Musicology Department and Associate Professor of Woodwinds, Music Education, and Musicology, and Director of Symphony Orchestra

Mus.B., Eastman School of Music, 1941; Mus.M., Northwestern University, 1947; Ph.D., State University of Iowa, 1951; student of Dr. Anne E. Pierce, Dr. John W. Beattie (music education); Albert T. Luper (musicology); Karl D. Van Hoesen (conducting); Robert Sprenkle, Francis Napolilli, Frank Malewski (oboe); Dr. Thomas C. Collins (bassoon); Dorothy White (flute); Himie Voxman (clarinet).

Ida Mae Pieratt, A.B., M.A.—Head of Business Education Department Assistant Professor of Commerce

A.B., Berea College, 1939; M.A., University of Kentucky, 1944.

William Presser, A.B., M.Mus., Ph.D.—Assistant Professor of Theory and Music Composition

A.B., Alma College, 1938; M.Mus., University of Michigan, 1940; Ph.D., University of Rochester, 1947.

Erwin L. Preuss, A.B., LL.B.—Assistant in Institute of Latin-American Studies and Assistant Professor of Modern Languages

A.B., University of Prague, 1922; A.B. in English, 1922; LL.D., University of Vienna, 1926.

B. Earl Prince, B.S., M.S., Ph.D.—Assistant Professor of Biological Sciences

B.S., Louisiana State University, 1940; M.S., 1950; Ph.D., 1953.

Thomas Morris Pryor, B.S., M.A.—Instructor in Commerce

B.S., Mississippi Southern College, 1949; M.A., 1950.

Frances Reck, B.S., M.A.—Assistant Professor of Commerce

B.S., Kansas State Teachers College, 1930; M.A., State University of Iowa, 1935.

Reginald C. Reindorp, A.B., M.A., Ph.D.—Director of Institute of Latin-American Studies

A.B., University of New Mexico, 1931; M.A., 1933; Ph.D., University of Texas, 1949.

Lawrence Albert Rife, B.S., M.A.—Instructor in Mathematics

B.S., North Dakota Agricultural College, 1940; M.A., University of Nebraska, 1947.

[1]Richard D. Robbins, B.S., M.A.—Instructor in Mathematics

B.S., Mississippi Southern College, 1950; M.A., 1951.

Anna M. Roberts, A.B., M.A., B.S. in L.S.—Librarian and Professor of Library Science

A.B., Vanderbilt University, 1920; M.A., 1922; B.S. in L.S., University of Illinois, 1933; graduate study, University of Chicago Graduate Library School, 1938.

Jane Reid Robson, B.S., M.A.—Acting Director of Institutional Management and Assistant Professor of Home Economics

B.S., Columbia University, 1909; M.A., 1928; graduate study, 1928-29; 1944-45; 1949-50.

[1]H. William Rodemann, B.S., M.A.—Assistant Professor of History

B.S., University of Tennessee, 1939; M.A., Oberlin College, 1947; graduate study, University of Chicago, 1938-39, 1949-50 and 1951-52.

Harry Albert Ross, B.S., M.B.A.—Instructor in Business Administration
B.S., Mississippi Southern College, 1950; M.B.A., Harvard University, 1952.

Frances Frazier Rush, A.B., M.A.—Instructor in Speech Arts
A.B., Mississippi State College for Women, 1940; M.A., Mississippi Southern College, 1953.

Gilbert T. Saetre, B.S., M.A. in Mus.Ed.—Associate Professor of Music Education
B.S., New York University, 1930; M.A. in Mus.Ed., 1940; graduate study in higher education; study at Juilliard School of Music, summer 1945; student of Hollis Dann, John Warren Erb, Hugh Ross (conducting); Alfred Friese (percussion); Hollis Dann, William D. Revelli, Samuel T. Burns (music education).

William M. Sanders, B.S.Ed., M.A.—Instructor in Mathematics
B.S.Ed., Arkansas State Teachers College, 1949; M.A., University of Arkansas, 1952.

Glenn R. Scott, Jr., B.S., M.B.A., C.P.A.—Associate Professor of Accounting and Business Administration
B.S., University of Oklahoma, 1949; M.B.A., 1950.

Charles B. Segars, B.S., M.S.—Assistant Professor of Biology
B.S., Mississippi Southern College, 1948; M.S., University of Alabama, 1950.

Hubert A. Shands, A.B., M.A., Ph.D.—Professor Emeritus of Language and Literature
A.B., University of Mississippi, 1890; M.A., 1891; Ph.D., 1893; Ph.D., University of Hall-Wittenberg, Germany, 1902.

Thelma Wright Skipworth, Mus.B.—Part-time Acting Instructor in Piano
Mus.B., Mississippi Southern College, 1940; graduate study, Cincinnati Conservatory of Music, 1936; Juilliard School of Music, 1942; student of Arthur Newstead, Karen Dayas and Conraad Bos.

H. A. Smith, B.S.—Athletic Assistant and End Coach
B.S., University of Mississippi, 1947.

James H. Sollie, A.B.—Instructor in Extension
A.B., Mississippi Southern College, 1951; gradnate study, 1952-53.

Ralph C. Staiger, A.B., M.A., Ed.D.—Director of Reading Clinic and Associate Professor of Psychology
A.B., Columbia College, 1939; M.A., Teachers College, Columbia University, 1942; Ed.D., Temple University, 1952.

W. F. St. Clair, B.S., M.A.—Assistant Professor of Physics
B.S., University of Florida, 1938; M.A., University of Alabama, 1940; graduate study, summer 1949, 1950-51 and 1952-53.

O. C. Steede, B.S., M.A.—Assistant Professor in Extension
B.S., Mississippi Southern College, 1929; M.A., George Peabody College, 1939; graduate study, 1946.

Martin Stegenga, B.S., M.S.—Part-time Instructor in Extension
B.S., Mississippi State College, 1937; M.S., 1939.

Leonard Stocker, A.B., M.A.—Head of Voice Department and Assistant Professor of Voice
A.B., University of Michigan, 1933; M.A., Teachers College, Columbia University, 1951.

Wilbur White Stout, A.B., M.A., Ph.D.—Professor of English
A.B., University of North Carolina, 1921; M.A., 1922; Ph.D., 1926.

C. E. Stuart, B.S.—Assistant Athletic Coach
B.S., Mississippi State College, 1928.

Nellie Stuart, Mus.B., Mus.M.—Assistant Professor of Voice

Mus.B., University of Illinois, 1935; Mus.M., Oberlin Conservatory of Music, 1950; student at Juilliard School of Music; artist student of Marian Sims, John Sample, and Rosa Raisa, Verona, Italy.

William Herbert Sumrall, B.S., A.B., M.A., Ph.D.—Dean of Graduate School of Education and Professor of Psychology

B.S., Clarke College, 1915; A.B., Mississippi College, 1924; M.A., 1925; Ph.D., Indiana University, 1929.

Gloria Swegman, B.S., M.S.—Instructor in Journalism

B.S., Columbia University, 1951; M.S., 1952; graduate study, 1952-53.

James R. Switzer, B.S., M.S., Ed.D.—Dean of Student Welfare, Dean of Men, and Associate Professor of Health and Physical Education

B.S., Mississippi Southern College, 1941; M.S., Louisiana State University, 1947; Ed.D., University of Texas, 1952.

Ernestine Thomae, A.B., M.A.—Assistant Professor of English and Modern Language

A.B., Mississippi State College for Women, 1914; M.A., George Peabody College, 1926; graduate study, 1930.

Edward J. Thomas, A.B., M.A.—Assistant Professor of Mathematics

A.B., Boston College, 1942; M.A., Ohio State University, 1948; Ed.D., Columbia University, 1954.

Orville Thomas, B.S., M.A.—Assistant Professor of Industrial Arts

B.S., Mississippi Southern College, 1937; M.A., University of Alabama, 1949.

Amelia Thompson, B.S., M.S.—Assistant Professor of Home Economics

B.S., Judson College, 1916; M.S., University of Tennessee, 1938.

Sam B. Tidwell, B.S., M.S., C.P.A.—Associate Professor of Accounting

B.S., Bowling Green College of Commerce, 1942; M.S., George Peabody College, 1947; graduate study, Iowa State University, 1950-51 and 1951-52.

Henry Grantham Turner, B.S., M.A.—Assistant Professor of Economics

B.S., University of Pennsylvania, 1926; M.A., Columbia University, 1929.

Charles O. Vandervoort, A.B., M.B.A.—Assistant Professor of Marketing

A.B., Washington College, 1938; M.B.A., Wharton School of Commerce and Finance, University of Pennsylvania, 1940.

B. O. Van Hook, A.B., M.A.—Acting Head of Mathematics Department and Associate Professor of Mathematics

A.B., Millsaps College, 1918; M.A., Vanderbilt University, 1922; graduate study, Duke University, 1934-1936.

Thad Vann, B.S.C.—Head Football Coach

B.S.C., University of Mississippi, 1929; graduate student, University of Mississippi; Louisiana State University; Northwestern University.

Elizabeth Vardaman, B.A., M.A., M.A. in L.S.—Reference Librarian

B.A., University of Mississippi, 1925; M.A., 1933; M.A. in L.S., George Peabody College, 1952.

F. A. Varrelman, A.B., M.A.—Associate Professor of Biological Sciences and Practical Arts

A.B., University of California, 1914; M.A., Columbia University, 1922; graduate student, Missouri Botanical Gardens; New York Botanical Gardens; University of Chicago; University of Vienna, Austria; and Vienna Botanical Gardens.

Irene Walden, B.S., M.A.—Critic Teacher in Demonstration School

B.S., George Peabody College, 1939; M.A., 1944; graduate study, Columbia University Teachers College, summers 1947, 1951.

J. Fred Walker, A.B., M.S., Ph.D.—Head of Division of Biological Sciences and Professor of Biology
A.B., University of Mississippi, 1927; M.S., 1931; Ph.D., University of Iowa, 1935.

Philip A. Walker, A.B., M.A.—Assistant Professor of History
A.B., University of North Carolina, 1940; M.A., Emory University, 1942; graduate study, University of North Carolina, University of Paris, 1949-50.

Robert E. Waterstripe, Mus.B., Mus.M.—Assistant Professor of Voice and Director of the Opera Workshop
Mus.B., Eastman School of Music, 1949; Mus.M., 1950; artist student of Arthur Kraft, Herman Genhart, Leonard Treash, Jean Woolford, and Alfred Spouse.

Angeline Watkins, B.S., M.A., Ed.D.—Associate Professor of Health and Physical Education and Head of Physical Education for Women
B.S., Mississippi Southern College, 1936; M.A., Columbia University, 1942; Ed.D., 1952.

Allie M. Webb, A.B., M.A.—Assistant Professor of English
A.B., Mississippi State College for Women, 1922; M.A., Teachers College, Columbia University, 1928; graduate study, University of North Carolina, 1936, 1938, 1940.

Charles F. Webb, A.B.—Instructor of Health and Physical Education and Coach in Demonstration High School
A.B., Mississippi Southern College, 1950; graduate study, 1950-51 and 1951-52.

Ivah O. Wilber, B.S., M.A.—Assistant Dean of Women
B.S., Michigan State Normal College, 1925; M.A., University of Mississippi, 1945.

Leon A. Wilber, A.B., M.A., Ph.D.—Head of Division of Social Studies and Professor of Social Studies
A.B., University of Michigan, 1927; M.A., 1929; Ph.D., 1939.

Annette B. Wilder, A.B., M.A.—Instructor in Education, Critic Teacher and Librarian of Demonstration School
A.B., Mississippi Woman's College, 1929; M.A., George Peabody College, 1948.

Marvin L. Woodruff, Capt., U.S.A., B.S. in M.E.—Assistant Professor of Military Science and Tactics
B.S. in M.E., Purdue University, 1939.

[1]Bilbo Young, B.S., M.A.—Assistant Professor of Education
B.S., Mississippi Southern College, 1939; M.A., University of Mississippi, 1942; graduate study, Teachers College, Columbia University, summers 1947, 1950; University of Texas, summer 1951, 1952-53.

Thomas Daniel Young, B.S., M.A., Ph.D.—Head of Division of Language and Literature and Professor of English
B.S., Mississippi Southern College, 1941; M.A., University of Mississippi, 1948; Ph.D., Vanderbilt University, 1950.

[1]Leave of Absence, 1953-54

GRADUATE FELLOWS

John Henry Baker, B.A. — Biology
William W. Byrd, B.S. — Biology
William Crawford, B.S., M.A. — School Administration and Supervision
Arthur DeRosier — Social Studies
Mary Jacqueline Ekes, B.S. — Personnel and Counseling
Katie Grand, B.S. — Health and Physical Education
Barbara Ann Huff, B.S. — Home Economics
James Kuyrkendall, B.S. — Health and Physical Education
Evelyn Montgomery, B.Mus.Ed. — Personnel and Counseling
Mary Louise Powell, B.A. — Speech
Joanne Red, B.S. — Speech
Charles H. Rohe, B.S. — Health and Physical Education
John E. Wallace, B.A. — English
Carroll E. Watts, B.S., M.A. — School Administration and Supervision

STAFF MEMBERS

Lester Adams — Assistant Building Department
Martha H. Adams — Secretary to Dean of Women
Edwin Baker — Office Manager, Buildings Department
John Baker, B.A. — Technician in Hospital
Rebecca Bishop — Clerk in Financial Secretary's Office
Ruth Black — Clerk in Financial Secretary's Office
Ruby F. Blick — Secretary to Financial Secretary
Katherine Brown, B.A. — Clerk in Registrar's Office
Aline Butler — Secretary to the President
James Carpenter — Night Supervisor, Music Building
Zollie Chain — Assistant in Buildings Department
Betty Cooley — Clerk in Financial Secretary's Office
Martha Crosby — Telephone Operator
R. W. Daughdrill — Foreman of Grounds
O. L. Dickinson — Trucker
S. S. Donald — Night Watchman
Ruth H. Dulin — Secretary in Admissions Office
Otho Dunagin — Night Watchman
Laura Jo Edwards — Clerk in Registrar's Office
Jesse Gore — Manger, College Book Store
Elise C. Graham — Clerk in Registrar's Office
Linda C. Grantham — Assistant Secretary in President's Office
Margaret B. Hartfield, B.S. — Secretary to Dean of Graduate School
W. M. Helton — Fireman
Guilherme Herzog — Clerk in Office of Financial Secretary
Ernest Hemeter — Clerk on Extension in Registrar's Office
Miriam Howell — Clerk in Veteran Office
Ruby N. Howell — Secretary, Audio-Visual Education Library
W. J. Huddleston, M.D. — Director of Student Health and Part-time College Physican
Mrs. A. B. Jones, R.N. — College Nurse

Patricia Jones — Clerk in Office of Financial Secretary
Betty Lee King, R.N. — College Nurse
Cullie P. Kirkpatrick — Hostess, McMillan Hall Dormitory
Jacqueline Ishee — Secretary in Latin-American Institute
Alma Ladner, B.S., M.A. — Secretary in Correspondence Office
Donna Latimer — Secretary in Athletic Office
Floy E. Lord — Hostess
Bertha McBay — Clerk in Book Store
Dora McCarver — Hostess
Corrine E. McClure — Hostess, Student Union and Panhellenic Buildings
Joy McElroy — Secretary, Commerce Division
Jimmy McDowell, B.S. — Athletic Publicity Director
H. C. McLeod, M.D. — College Physician
Agnes Magee — Hostess, Forrest County Hall
Mary O. Massengale — Secretary in Book Store
Vivian Menger — Clerk in Registrar's Office
Elsie Milling — Secretary in Extension Office
Jean Mize — Secretary in Placement Office
Lucille Monk — Cashier, Financial Secretary's Office
Blanche Moore — Assistant in College Cafeteria
Grace Moore, B.S. — Secretary in Home Economics Division
Jack Moore, B.S. — Publicity Director
Mildred Morgan, B.S. — Secretary to Head of Division of Education
V. M. Morgan — Bookkeeper in Financial Secretary's Office
Jessie Morrison, B.S. — Secretary to Dean of the College
Rev. Riley Munday, M.A., M.B.E. — Executive Secretary, Christian Federation
Lois Napier — Clerk in Financial Secretary's Office
Donna E. Nydegger — Chairman of Student Welfare, Latin-American Institute
Powell G. Ogletree, B.S., M.A. — Alumni Secretary
Mary D. Parker — Coordinator of Veterans' Affairs
Jimmie Patton — Secretary in Hospital
John Reiter, B.S., LL.D. — Director of Campus Safety
Frances Reeves — Secretary to Head of Fine Arts Division
Mrs. L. A. Rife — Hostess in West Stadium Dormitory
Helen Risher — Clerk in Financial Secretary's Office
Rebecca C. Santa Cruz, B.S., M.A. — Secretary in Guidance Center
Mrs. Charles Segars — Hostess in East Stadium Dormitory
Marie Shepherd — Clerk in Registrar's Office
Linnie Sims — Clerk in Registrar's Office
Betty Simmons — Secretary in Chemistry Department
Sally Stone — Clerk in Admissions Office
Martin Stemme — Director of Property Inventory
Bertha Stuart — Director of Food Production, Cafeteria
Margaret Stuart, B.S. — Secretary in Alumni Office
Jerry Thompson — Assistant in Landscaping
Antoinette Thomas — Clerk in Registrar's Office
Harry Thomas, B.S., M.A. — Director of Buildings
Frances Thompson — Secretary in Field Studies
Esther Valladares — Secretary, Institute of Latin American Studies
Mary Vaughn — Secretary in Reading Clinic
Mrs. Lula Van Hook — Hostess, Weathersby Hall
Beryl Webb — Secretary in Library
Lissa P. Weeks — Hostess, Mississippi Hall
Annette B. Weems — Recorder, Registrar's Office
Barbara Williams — Clerk in Alumni Office
Lindley Williams — Dietitian and Manager of College Cafeteria
Pauline Wilson — Hostess, Hattiesburg Hall
Alton E. Windsor, B.B.A. — Assistant Financial Secretary
Carolyn F. Wood — Secretary to Dean of Basic College
Delia Yelverton — Hostess, Mississippi Hall

*FACULTY COMMITTEES, 1953-1954

President's Advisory Council: McLemore, Darby, Fortune, Gough, Green, J. R. Johnson, Kenna, Moore, Smalling, Sumrall, Switzer.

Academic Honors: Wilber, Darby, Ernest, Fortune, Greene, Landskov, Lane, McLemore, R. Phelps.

Administrative Council: McLemore, Austin, Bedwell, Bigelow, Brandes, Cole, Darby, Fortune, Frazier, Fritzsche, Gough, Green, Greene, Hickman, J. R. Johnson, Kenna, Lenoir, McCarver, McQuagge, Marsh, Moore, Ogletree, Reindorp, Roberts, Smalling, Sumrall, Switzer, J. F. Walker, Wilber, T. D. Young.

Art: Lok, Ambrose, D'Olive, Gonzales, Hawkins, Preuss.

Artist Series: Marsh, McLemore, Roberts, Saetre, Stout, Fortune.

Assembly Program: Fortune, Gough, Kohler, Macomber, McLemore, Marsh, Muller, Mullin, Christian Federation President, Student Body President.

Athletic: Milam, J. T. Davis, Miller, Scott, Smalling.

Calendar: McLemore, Darby, Fortune, Gough, Greene, J. R. Johnson, Kenna, McQuagge, O'Bannon, Reindorp, Sumrall, Switzer.

Career Day: Switzer, Brandes, Cole, Fritzsche, Gough, Kenna, Lowrey, McCarver, McDowell, McKee, Manonni, Moore, Mullin, Palmer, Christian Federation President, Interfraternity Council President, Panhellenic President, Student Body President, WSGA President.

Certificates and Graduation: Darby, Harlan, Lok, J. F. Walker, Wilber.

Christian Federation: Nau, Anderson, Barefield, Dowell, Felder, Fowler, Gough, Harmon, Hopkins, Magee, Milam, Thomae, J. F. Walker.

College Press: Dowell, Carr, Congleton, Hefley, Moore, Sumrall.

Commencement: Cook, Cole, Darby, Fortune, McLemore, Marsh, Palmer, R. Phelps, Rife, Smalling, Sumrall, Wilber.

Community Charities: King, Burrus, L. Eubanks, Gehring, Pieratt, Segars, Thompson, Watkins, Woodruff.

Correspondence Instruction: J. R. Johnson, Carr, Ewell, Fortune, Harlan, W. Jackson, Miller, Mullin, Van Hook, A. Webb.

Courtesy: Thompson, Baylis, Campbell, D'Olive, Ford, Hickman, Macomber.

Credits: McLemore, Congleton, Darby, J. T. Davis, Fortune, Gill, Hefley, J. Jones, Watkins, A. Webb.

Curriculum: McLemore, Austin, Bedwell, Bigelow, Brandes, Cole, Darby, Fortune, Frazier, Fritzsche, Greene, J. R. Johnson, McCarver, Marsh, Miller, Roberts, Sumrall, J. F. Walker, Wilber, T. D. Young.

Discipline: Austin, Thomae, Turner, Student Representatives.

Examinations: McKee, Burns, Durkee, LaVallee, Rush, Staiger, Switzer, E. J. Thomas.

Extension: J. R. Johnson, Bigelow, Boroughs, Easterling, Hagenson, Munn, Steede, Van Hook.

Fraternities and Sororities: Palmer, Burks, Felder, Gough, Hawkins, W. Jackson, Muller, Munn, Roberts, Scott, Switzer, O. Thomas, Tidwell.

Graduate Council: Sumrall, Ainsley, Bigelow, Brandes, Fortune, Fritzsche, Green, Landskov, Lowrey, McCarver, McLemore, Marsh, Miller, R. Owings, J. F. Walker, Wilber, T. D. Young.

Health: McCarver, Blackwelder, Durkee, Frazier, Gill, Gough, Huddleston, Jones, McLemore, Smalling, Switzer, J. F. Walker, Watkins, Weeks, Williams.

Housing: Smalling, Felder, Gough, Kenna, R. Owings, Switzer, Windsor.

Library: Roberts, Bigelow, Carr, Fowler, Fritzsche, Lane, Livingston, McLemore, McQuagge, Nau, R. Owings, R. Phelps, Rodemann, Ross, Van Hook, Wilber, T. D. Young.

Placement Bureau: Lenoir, Bigelow, Hall, Kohler, Landskov, Livingston, McKee, Nation, Vandervoort, J. F. Walker, Wilber, T. D. Young.

Publications: Young, Darby, Leone, Lok, Lowrey, Moore, A. Webb.

Public Relations: Moore, Green, Lewis, McDowell, Marsh, Muller, Smalling.
Registration: Darby, Fortune, M. C. Johnson, Kenna, McLemore, Smalling, Sumrall, Switzer.

Registration in Extension: J. R. Johnson, Darby, Fortune, Price, Smalling.

Research: Milam, Burks, Burrus, Dowell, Easterling, Ernest, Fritzsche, Gonzales, Lane, LaVallee, R. Owings, R. Phelps, Segars, T. D. Young.

Scholarship: Fortune, Avery, Brown, Burns, Darby, Dowell, Dunstan, Durkee, Gough, Hitt, Lane, McLemore, Switzer, Thompson, P. A. Walker, Wilber.

Speakers' Bureau: Moore, Fortune, Hitt, Macomber, Nau.

Student Aid: Switzer, Anderson, Dunstan, Felder, Fortune, Kenna, McEvilly, McLemore, Ogletree, Pieratt.

Student Enrollment: Kenna, J. T. Davis, Dunstan, L. Eubanks, Fisher, Gehring, Gill, J. Jones, Kohler, Marsh, Muller, Nau, Ogletree, Palmer, Watkins.

Student Social Life: Gough, Felder, A. Davis, Easterling, Hill, Palmer, Rife, Ross, Rush, Swegman, Switzer.

Visual Education: Knight, Ambrose, Burns, Frazier, Hurst, O'Bannon, Preuss, Wilber.

*The President of the College is ex-officio member of all committees.
The person named first on each committee is chairman of the committee.

GENERAL INFORMATION

HISTORICAL

The obvious need for better-educated teachers for all public schools of Mississippi and the organized efforts of the State Teachers Association culminated during the legislative session of 1910 in an enabling act establishing the Mississippi Normal College. This victory of progressive and democratic leadership inspired the first Board of Trustees to make broad and far-reaching plans for the new institution. The generosity of Forrest County and Hattiesburg in offering $260,000 in cash, 840 acres of land and other valuable considerations for the privilege of having the college located in Hattiesburg, made it possible for the newly-elected president and the board to begin the construction of buildings.

In September, 1912, the college opened with an enrollment of 220 students. The course of study, prescribed by legislative enactment, consisted of a certificate course and a diploma course. The need for such an institution and the success with which it was fulfilling its purpose was evidenced by an increase in the enrollment from 220 in the regular session of 1912-13 to 791 during the regular session of 1915-16 and 894 during the 1916 summer session.

The rapid development of high schools called for a higher course of study at Mississippi Normal College, and in 1922 the legislature authorized the college to grant degrees. In 1924 the name was changed to State Teachers College, and by 1929 the diploma course was dropped, the old certificate course having been discontinued several years before. In 1928 the Home Economics Department was certified for the training of vocational home economics teachers. In 1934 the Board of Trustees authorized the degree of Bachelor of Music. In 1938 the Bachelor of Arts degree was authorized, and in 1940 the name was changed to the Mississippi Southern College.

With the close of World War II and the beginning of the administration of President Robert Cecil Cook in the summer of 1945, the College entered upon an unusual period of growth, the enrollment increasing sixfold by 1950.

In 1947 the Board of Trustees of Institutions of Higher Learning in Mississippi authorized Mississippi Southern College to give one year of graduate work leading to the degree of Master of Arts in education. In 1951 the Board authorized an additional year of graduate work leading to the degree of Master of Education. In 1952, by authority of the Board the Graduate Division of Education became the Graduate School of Education. Through the work of the Division of Education and the School of Education, Mississippi Southern has made a continuing contribution to the development of the public schools of the state, the purpose for which the institution was created.

The expansion of existing departments and the addition of new ones, the employment of new faculty members with superior training, and general raising of academic standards have all played their part in making Mississippi Southern the modern institution it is today.

The following have served as president of Mississippi Southern College:

Joseph Anderson Cook, A.B., 1912-1928.

Claude Bennett, A.B., M.A., 1928-1933.

Jennings Bryan George, B.S., Ph.D., 1933-1945.

Robert Cecil Cook, B.S., M.A., Ed.D. 1945-

PURPOSE OF THE COLLEGE

Mississippi Southern College was founded for the purpose of serving the people of Mississippi. Although this service has been mainly in the area of teacher education, the college offers outstanding courses in liberal arts, pre-professional fields, fine arts, and many practical fields of knowledge. The faculty, library, laboratories, classrooms, special clinics, and student welfare services are equal to those in other colleges and universities in the United States.

Although the college is primarily concerned with resident teaching, it reaches, through various extension centers, workshops, and correspondence courses, citizens in all parts of Mississippi and in various other parts of the world. It is estimated that during the 1952-53 session more than 6,000 different individuals were served by the college, both on-campus and off-campus.

The college is proud of the friendly relationship between students and faculty members, and every attempt is made to work with students as individuals in their educational, social, and religious development.

The purposes of the college as developed by the administration and the faculty are as follows:

1. To have highly trained faculty, an imaginative, sympathetic, and understanding administration, an efficient and cooperative staff, a wise and progressive Board of Trustees, loyal and active alumni, adequate equipment, and high academic standards.
2. To educate in the acquiring of knowledge, skills, disciplines, moral and ethical values, and humanitarian ideals and in the attaining of dignified, honest, and alert citizenship.
3. To use as the basis of all education a sound and thorough understanding of the traditional and liberal areas of human knowledge.
4. To provide a well-rounded program of activities, including counseling and guidance, for the purpose of developing in each student a well-balanced personality.
5. To provide areas of development in accordance with the facilities of the college in professional and vocational education.
6. To have a campus life conducive to the development of the highest types of social graces in both young men and young women. This includes a philosophy that student dormitory life is a part of the educational life of the college student.
7. To give each student an understanding of the nature and the fundamental problems of the physical world in which he lives and the moral and intellectual knowledge that will enable him to adjust himsef to, or change, the environment in which he lives.

THE CAMPUS

Mississippi Southern College is located in Hattiesburg, near the center of South Mississippi. Excellent air, rail and bus transportation services and a plendid highway system make it easily accessible to all parts of the state. The City of Hattiesburg provides excellent religious, social, recreational and shopping facilities for the college students. There are buses from the heart of the city to the campus every fifteen minutes.

Mississippi Southern's campus consists of 840 acres, 200 of which lie within the city limits of Hattiesburg. Included on the main campus are the

principal buildings of the college, the playing fields, and a nine-hole golf course. The campus buildings are conveniently located, and the grounds are beautifully landscaped. In addition to the permanent buildings listed below, there is a veterans' village including 67 apartments and there are two temporary buildings used for instructional purposes.

The Administration Building is a beautiful structure housing the offices of the administration and the post office.

The auditorium has a seating capacity of 1536 and stage facilities for dramatic productions.

College Hall is a three-story, fire-proof building containing recitation rooms and offices.

Science Hall is a three-story, fire-proof building containing classrooms and laboratories especially designed for science and commerce. It also houses the bookstore and "Wimpy's". A new brick two-story, fire-proof building now adjoins Science Hall. On the lower floor is the social center, with well-appointed recreation rooms for both men and women. Beautiful French doors open onto a porch which connects the social center with the sunken garden. On the second floor is a small auditorium or lecture room seating 200, with one side divided into offices for various religious groups on the campus.

The Health and Physical Education Building is a new, modern, two-story brick building specially planned for departmental offices, classrooms, and women's physical education activities.

The Field House is an up-to-date, brick-veneered building with 20,000 square feet of floor space. Folding bleachers make the total floor space usable. The building is used for major sports activities and by men's physical education classes.

Industrial Arts Building, a two-story brick structure, is used by the Industrial Arts and Military Science Departments.

Joe Cook Memorial Library is a two-story, air-conditioned brick building containing four large reading rooms, reference and periodical rooms, offices, and stack rooms for 75,000 volumes.

The Home Economics Building is a two-story structure which houses the **nursery school**, classrooms, and laboratories of the Home Economics Department.

The Grace Bennett House and the Kate Hubbard House are frame dwellings on the campus used by the Division of Home Economics for the purpose of guiding students in the application of principles of homemaking through actual participation in responsibilities and activities of the home.

Music Hall is a large frame building devoted entirely to music purposes, housing fifteen teaching studios, twenty-four practice rooms, each equipped with one or more pianos, a small auditorium seating 150, an instrumental room used for the Little Symphony and Symphonic Band rehearsals, a choral room for the Vesper Choir and Choral Union rehearsals, two classrooms, and a listening room with a large record library.

Band Hall is a large frame structure which houses the college band. There are private rooms for individual practice and closets for storage of instruments and supplies.

The Fine Arts Building was authorized in 1953 and construction was begun in 1954. This facility will provide air-conditioned, sound-proof studios, practice rooms, rehearsal rooms, and a concert hall for the division.

The Demonstration School is a modern building of fourteen rooms and

a library. It affords facilities for observation, participation, and student teaching in all twelve grades of public school work.

Demonstration School Gymnasium is a brick structure, enlarged and renovated during 1934 with the aid of funds from the Federal Government. Besides an ample playing floor and facilities for an audience of seven hundred people at games and exhibitions, it contains offices, storage rooms, lockers, showers, dressing rooms, and a lecture room. A recent addition has been a two-story frame annex available for class work and offices.

Hattiesburg Hall, Mississippi Hall, and Forrest County Hall are dormitories for women. They are three-story, fire-proof buildings of modern construction. They contain comfortable bedrooms and reception halls, with well-appointed bathrooms on each floor.

Alma Hickman Hall, a women's dormitory joining Hattiesburg and Mississippi Halls, was completed in 1951. Its attractive bedrooms, with facilities for 104 students, are modern in every detail. This dormitory is reserved for seniors.

Junior Hall, a women's dormitory opened in 1954, is reserved for junior women. It is of modern, fire-proof construction, attractively decorated and furnished.

Weathersby Hall is a brick fire-proof building constructed on modern lines, housing 120 students. It is used as a dormitory for men.

East Stadium Dormitory is a dormitory for men. It is a fire-proof building constructed on modern lines, housing 140 men. The stadium will seat 5,000 people and furnishes the facilities of an athletic clubhouse.

West Stadium Dormitory is a dormitory for men. It is a fire-proof building constructed on modern lines, housing 96 men. The stadium will seat 5,000 people. The rooms are attractively furnished.

McCleskey Hall is a 14-apartment building for faculty members. There are four 3-bedroom apartments, six 2-bedroom apartments, two 1-bedroom apartments, and two efficiency apartments.

McMillin Hall is a 24-apartment house for veterans of World War II. Each apartment consists of a livingroom-bedroom, a bathroom, and kitchen.

The Panhellenic House is a two-story frame building, housing sorority rooms upstairs, and sorority rooms, hostess apartment, general kitchen, and spacious lobby downstairs.

The Hospital is a two-story structure adequate for taking care of students with minor ailments. Registered nurses are on duty at all times, and two physicians are subject to call to give medical attention to students needing emergency treatment.

The Cafeteria was constructed in 1928. It has a capacity of one thousand. In 1952 the State Building Commission provided funds for completely redecorating and re-equipping the building. The cafeteria has all modern conveniences for reducing labor to a minimum, for storing and preserving foods and for serving well-planned, attractive meals. There are two small dining rooms, where groups assemble for luncheon and dinner meetings.

The Powerhouse was erected in 1934. It houses the central heating plant and workshops for the college engineers.

The Swimming Pool, 45′ by 105′, with showers and locker rooms adjoining, and lighted for night use, is of modern design with machinery for filtering and purifying the water every eight hours.

The Memorial Station, at the campus entrance, is a small, beautiful structure given by students, faculty, officers, and friends of the college, and erected in honor of the students, officers, and faculty members who participated actively in World War I.

ADMINISTRATION OF THE COLLEGE

Mississippi Southern College is one of eight state-owned and state-operated colleges, along with the University of Mississippi, coming under the control of a Board of Trustees of Institutions of Higher Learning in Mississippi. This twelve-person board is the result of a constitutional amendment which directs that one trustee be named from each of the seven congressional districts, one from each of the three supreme court districts, and one from the state-at-large. Each trustee is appointed for a twelve-year term, and the term of office of four members expires each four years. The entire state is thus represented in the management of the college.

The principal administrative officers of Mississippi Southern College are as follows: president, dean of the college, assistant dean, dean of the Basic College, dean of Graduate School, registrar, financial secretary and business manager, director of student welfare and dean of men, dean of women, director of admissions, director of extension-correspondence executive secretary of the Alumni Association, and director of placement.

The College is administered through the following academic and teaching-service organizations:

1. Biological Sciences
2. Commerce
3. Education and Psychology
4. Fine Arts
5. School of Graduate Education
6. Guidance
7. Health and Physical Education
8. Home Economics
9. Language and Literature
10. Military Science and Tactics
11. Physical Sciences and Mathematics
12. Practical Arts
13. Social Studies
14. Speech Arts
15. Conservation and Natural Resources

THE BASIC COLLEGE

The Basic College is a new administrative unit of Mississippi Southern College in which all students are enrolled during their first two collegiate years. The administrative head of the Basic College is the dean of the Basic College. The purpose of the Basic College is to provide a broad educatiional foundation on which students can build a critical and intelligent interest in the fundamental principles which concern all men.

Students who have attended Mississippi Southern College prior to September 1, 1953, but who have not completed a total of 96 quarter hours of credit must register in the Basic College but can continue with their previously assigned advisers. Students entering Mississippi Southern College after September 1, 1953, who have not attended college are enrolled in, and assigned to an adviser from, the Basic College. Students transferring from other colleges or universities and having less than 96 quarter hours of acceptable credit are enrolled in and assigned an adviser from the Basic College. Upon completion of 96 quarter hours of credit, students are transferred to the senior division of the college.

The college core curriculum which is required for graduation provides a general education foundation for all majors and should be completed in the two years the student is registered in the Basic College. Elective courses are available in the Basic College in the student's field or fields of interest. Pre-professional curricula for those interested in specialized professional training are provided in medicine, dentistry, law, engineering, pharmacy, medical technology, optometry, and other areas. In addition, two-year terminal courses are being developed for those who have areas of interest in which such curricula are practical.

The advisers, the dean of the Basic College, the dean of men, and the

dean of women serve as a close working unit to provide the best in counseling on academic and personal problems. Individual counseling is available in choosing courses of study and in solving academic, vocational, social and personal problems. A program of testing to determine interests and aptitudes of students who are undecided about their vocations is available. Students with special problems are referred to tutors, clinics, and improvement services in reading, writing, speech, mathematics, and visual training.

CAMPUS LIFE

LIVING ACCOMMODATIONS

Students not living in their homes should arrange to live on the campus. Reservations may be made by sending $8.00 to the Office of Admissions. Students who wish to room together should make their reservations at the same time. Room reservations are accepted subject to the approval of the student's application for admission to the college. Students now living in the dormitory rooms will receive preference in assignment of rooms if they make reservation before May first. Except for this preference, rooms are reserved in the order in which room fees are received. The room reservation fee is credited to the student's account at the time of registration. No room deposit can be refunded unless the reservation is cancelled ten days prior to the opening of the quarter for which the reservation is made.

Rooms are equipped with the following furniture: single beds with comfortable inner-spring mattresses, a dresser, a chest of drawers, a lavatory, chairs, and study tables. Students must furnish all linens, bed covering, pillow, and curtains. Dormitories are equipped with an air-ventilation system.

Lodging in the fraternity houses is available for fraternity members and pledges subject to the same conditions as dormitory lodgings. Reservations are made in the same way that rooms are reserved in the dormitories. A reservation in a fraternity house is not final until it has the approval of the fraternity.

A limited number of houses and apartments are available on the campus for married students.

Women students under 21 years of age may live in town only in their own homes. Exceptions to this rule must be requested in a letter to the president of the college. Rooms in off-campus homes must be approved by the College Housing Committee.

All students not living in their own homes, whether rooming in the dormitories or in private homes, or rooming houses, are subject to the regulations, control and supervision of the college. The college makes an effort to safeguard such students, but no responsibility can be assumed.

The dormitory lobbies, which serve as social and recreational centers, are supplemented by the Student Center, which contains the student lounge, the student store and snack bar, a small auditorium, and offices for the religious organizations, the student government, and student publications. Here the students gather for social chats, for music enjoyment, and for other cultural and recreational purposes.

The Panhellenic House, the fraternity houses, Pine Haven Lodge, the gymnasium, the field house, and the women's gymnasium also are available for social activities. A private dining room adjoining the cafeteria may be used by clubs and organizations for banquets, dinners, and teas.

The college cafeteria serves well-planned, attractive meals at moderate prices.

HEALTH SERVICES

The health record of the college is an enviable one. The health education program, which aims at teaching each person how to assume responsibility for safeguarding his health, is supplemented by the health services which the college offers.

All students are given a physical examination when they first enroll in the college. Students are expected at this time to furnish evidence of inoculation against smallpox, or to receive such inoculation.

Following the medical examination, students are interviewed in order to guide them to indicated programs and remedial procedures. Physical education courses may be assigned in accordance with the results of the examination. The college reserves the right to require a medical examination of any student at any time. No student's registration is complete without a medical examination.

The college clinic is a well-equipped infirmary in which the ordinary illnesses occurring during the college year, but not during the vacation or recess periods, are cared for by the college physicians and nurses. Students with more serious illnesses or injuries, or those in need of immediate surgery are referred to the regular hospitals in Hattiesburg. Such serious illnesses, injuries, and operations, together with hospital and medical care in private hospitals, cannot be the responsibility of the college.

A small charge is made for penicillin, and when antibiotic drugs are necessary prescriptions are given the students. The college physicians have regular office hours for free consultation with students. A nurse is on duty twenty-four hours a day at the clinic.

SCHOLARSHIPS AND LOANS

There are a number of scholarships offered to students of Mississippi Southern College. Some of these scholarships are given by the college and others are awarded by organizations interested in encouraging promising students to continue their college education.

Scholarships are offered by the college to talented students in piano, voice, stringed instruments, band, and elementary education. A limited number of work scholarships are available. College and other loan funds are usually available to freshman and sophomore students. The college will help worthy junior and senior students apply for a loan from one of several philanthropic foundations.

Students who are interested in securing a scholarship or a loan should write the president of the college.

Information about scholarships for graduate students may be secured from the dean of the Graduate School.

EMPLOYMENT OPPORTUNITIES

A number of students are employed by the college both in secretarial and clerical work and in maintenance of buildings and grounds.

The purpose of this employment is primarily to assist the student in earning a small part of his school expenses. Inquiries concerning these work assignments should be addressed to the dean of student welfare.

The college also maintains a service to assist students in finding part-time employment in and near Hattiesburg.

Students should remember, however, that their first business is to benefit by their college program. Usually a student who spends an hour or more a day earning money must reduce his study load. Students should not

expect to be able to earn a considerable part of their expenses and at the same time carry a full academic load. No student should plan a program that allows fewer than thirty hours a week for study.

STUDENT GOVERNMENT

The constitution of the Student Government Association at Mississippi Southern College states that the functions of the organization are "to regulate and control social activities and ethical behavior, to strive toward a higher academic standard, to promote democratic priciples, and to serve the general welfare of the students."

Officers of student government are elected by direct vote of the students. The governing council consists of these officers, plus representatives of various student groups and organizations.

Many functions of student government are carried out through standing committees, chief of which are the Discipline Committee and the Committee on Social Life.

The Discipline Committee has as its first function the planning and stimulation of attitudes and activities that will make it unlikely that serious breaches of discipline will occur. The Discipline Committee also sits as a court in disciplinary matters, when needed. The operation of the program has been so successful that such meetings rarely occur.

Many of the functions of the Discipline Committee are allocated, in practice, to the women's student government organization in the women's dormitories, and to the dormitory councils in the men's dormitories. It is by these groups that much of the work relating to the first functions of the Discipline Committee is done.

The Committee on Social Life has been active and successful in overall supervision of social affairs on the campus and in direct management of affairs that concern the whole student body, such as the annual Christmas dinner and Christmas parties, the student government-sponsored balls each quarter, and social activities related to varsity athletic contests.

Student Publications: The **Student Printz** is the college newspaper. The **Printz** is published weekly by a staff of students under the direction of faculty advisers. It provides a medium through which the students may express themselves and serves as an agency for disseminating news among the students and alumni. **The Southerner** is a yearly publication. It is published by a student staff under the direction of a faculty adviser.

Religious Life: Mississippi Southern College is a state school and is entirely nonsectarian. Religious life is encouraged, and every effort is made to cooperate with the local churches. The Christian Federation unites the activities of all religious groups on the campus. Its executive council is composed of two elected representatives of the student body, who serve as chairman and vice-chairman, and the presidents of all religious organizations on the campus. The Federation works through a number of committees whose chairmen form the Federation Cabinet. The Christian Federation seeks to provide channels for worship and religious development. It sponsors Religious Emphasis Week each year. The Federation is financed by a percentage of the proceeds from Wimpy's, the campus store.

The Wesley Foundation, the Baptist Student Union, the Y.W.C.A. and Westminster Fellowship, the Canterbury Club, the Newman Club and the Vasa League are student denominational groups.

A number of ministerial students and active pastors of churches in and near Hattiesburg are students of the college. They have organized the Ministerial League for worship and study.

HONORARY AND ACADEMIC ORGANIZATIONS

Pi Kappa Pi is a national honorary fraternity composed of men and women who have made grades of A on seventy percent of their work while earning ninety consecutive quarter hours of credit at Mississippi Southern College. Membership in Pi Kappa Pi is the highest recognition for scholarship accorded at the college.

The Phi Delta Kappa Club is an honor organization primarily for graduate students. **Phi Tau and Phi Delta Rho** are honorary fraternities composed of men and women who have superior academic records and have attained positions of leadership in student activities. Membership in these organizations is limited to juniors and seniors and may not exceed three percent of the total number of students.

The Assocation of College Honor Societies is represented on the campus by Alpha Epsilon Delta (honorary pre-medical society), Phi Eta Sigma (honorary freshman fraternity), and Pi Kappa Lambda (honorary music society).

Other national organizations having chapters on the campus include: Alpha Epsilon Alpha (honorary accounting fraternity), Alpha Mu Chi (honorary music club), Alpha Psi Omega (honorary dramatic fraternity), American Chemical Society Student Affiliate, Beta Beta Beta (honorary biological fraternity), Delta Sigma Pi (professional business fraternity), Future Teachers of America, Home Economics Club, Kappa Mu Epsilon (honorary mathematics fraternity), Kappa Omicron Phi (honorary home economics fraternity), Kappa Pi (honorary art fraternity), Pi Kappa Delta (honorary forensic society), Pi Omeba Pi (honorary business education fraternity), Pi Delta Phi (honorary French society), Sigma Alpha Eta (honorary speech fraternity), and Sigma Delta Pi (honorary Sponish fraternity).

Other honorary and academic organizations among the students include Alpha Lambda, The Elementary Council, The Geology and Geography Club, The Graduate Club, Little Symphony, The "M" Club, Modern Language Club, Physical Education Club, Pre-Legal Forum, Psychology Club, School Administrators Club, Sociology Club, Southern Players, Southern Radio Players, The Southern Singers and the Yellow Jackets Club.

The Hattiesburg Choral Union is an oratorio chorus composed of students and citizens of Hattiesburg, which meets once a week for the purpose of studying the great master choral works. They present "The Messiah" at Christmas time.

The Vesper Choir is a choral organization composed chiefly of students. For many years it has been the custom for the choir to tour the state during National Music Week, presenting programs of sacred and secular music. The choir has sung in Philadelphia, Pa.; Indianapolis, Ind.; and Dallas, Tex., before the National Federation of Music Clubs; and has sung before the Louisiana State Federation of Music Clubs.

The Band is made up of students and is maintained to play for the athletic events and other student activities. The band furnishes an opportunity for students desiring band work to become more proficient and provides practice teaching for those desiring to be bandmasters.

The Mississippi Southern Symphony Orchestra is made up of faculty members and advanced students, and has won a unique place for itself as a concert organization of more than ordinary importance.

OTHER ORGANIZATIONS

Six social fraternities hold membership in the Inter-Fraternity Council of the college. They are Alpha Tau Omega, Kappa Alpha, Kappa Sigma, Phi Kappa Alpha, Phi Kappa Tau, and Sigma Phi Epsilon.

Seven social sororities hold membership in the Panhellenic Council of the college. They are Alpha Sigma Alpha, Chi Omega, Delta Delta Delta, Delta Sigma Epsilon, Kappa Delta, Phi Mu, and Sigma Sigma Sigma. The Panhellenic Council has supervision of the Panhellenic House, which is used for social purposes and sorority meetings.

BEST CITIZENS AWARD

At the beginning of each academic year the President appoints a secret committee from the faculty for the purpose of selecting, near the end of the academic year, two students who, through superior character, leadership, and scholarship, have made the greatest contribution to the life of the college during the year. One man and one woman are selected. Upon recommendation of this committee, the students so selected will receive the Best Citizen awards as a public recognition of services.

Since the institution of the Best Citizen Awards in 1936, the following students have received such recognition: 1936—Miss Mary Evelyn Blanks and Mr. Shelby Rogers; 1937—Miss Katie Ruth Field and Mr. Doris W. Rivers; 1938—Miss Lida Frances Gilliam and Mr. Thomas Carruth; 1939—Miss Virginia Cole and Mr. Buell Evans; 1940—Miss Ruth Martin and Mr. F. J. Dickey; 1941—Miss Hazeline Wood and Mr. Gerald Adams; 1942—Miss Dulcie Davidge and Mr. Leonard Lowrey; 1943—Miss Evelyn Hocutt and Mr. Moran Pope; 1944—Miss Wilda Mae Mason; 1945—Miss Doris Fredendoll; 1946—Miss Colleen Gilmore; 1947—Miss Bessie Jean Carraway and Mr. Leonard G. Anderson; 1948—Mrs. Opal Anderson and Mr. Daniel W. Dabbs; 1949—Miss Annie Ruth Ervinand Mr. William F. Dukes; 1950—Miss Katharine Runnels and Mr. Edwin Schmelling; 1951—Miss Tommie Pope and Mr. Woodie Cook; 1952—Miss Dorothy Ann Stuart and Mr. James Price; 1953—Miss Evelyn La Noel Montgomery and Mr. J. Cliff Thomas.

ATHLETICS

Mississippi Southern College is a member of the National Collegiate Athletic Association and the Southern Intercollegiate Athletic Association. Varsity teams from the college have taken part in competition in football, basketball, baseball, boxing, tennis, golf, and swimming. Track has been added as an intercollegiate sport. The college has a cerditable record.

Seasonal intramural sports under the supervision of personnel from the Division of Health and Physical Education give every student an opportunity to take part in competition. The intramural program has included tennis, golf, bowling, water sports, touch football, basketball, soft ball, table tennis, and other activities.

The college golf course, tennis courts, swimming pool, and gymnasium facilities are available to the students for recreation.

MISSISSIPPI SOUTHERN COLLEGE ALUMNI ASSOCIATION

The Alumni Association has been in existence since the fifth year of the college. During the early years its chief function was related to placement service. Beginning with the session of 1945-46, the organization experienced a rebirth. Recognizing the fact that a working alumni association is vital to the development of the college, the executive committee began the organization of alumni groups in the various counties of the state. Only July 1, 1953, a full-time executive secretary was employed by the Association.

Early in the 1945-46 session, the executive committee, in cooperation with the college administration, began the publication of the **Alumni News**, which is mailed to active members four times each year. Once each year, the magazine is mailed to all members on whom the alumni office has a record. It is the desire of the committee that all of the graduates and former students of the institution become active members of the Alumni Association.

At the homecoming meeting in the fall of 1951, the Association voted to sponsor the raising of funds for construction of a Student Union Building. This has been the number one project of the association during the past year.

Two meetings of the state-wide Association are held each fiscal year, the first at the annual homecoming in the fall and the second at the Mississippi Education Association convention in Jackson.

The officers of the Association are Mr. Moran M. Pope, '43, Hattiesburg, president; Mr. D. C. Leech, '25, Hattiesburg, first vice-president; Dr. William J. Goyer, '31, Hattiesburg, second vice-president; Mr. Powell G. Ogletree, '48, executive secretary; Dr. John A. Evans, '39, Jackson, immediate past president; and Mr. J. B. Wheeler, '28, Baldwin, Mr. Leon Eubanks, '30, M.S.C., and Mr. C. L. Milling, Ruleville, executive committeemen.

LYCEUM ATTRACTIONS

The Hattiesburg Concert Association and the Mississippi Southern Vesper Choir arrange an annual series of concerts and attractions by celebrated artists, dancers, and actors, which are held in the college auditorium. General tuition fees cover student admission to these events. The attractions offered in 1953-1954 were Michael Rabin, Violinist; Ballet Russe de Monte Carol Concert Co.; The American Album of Familiar Music; The Longines Symphonette; Handel's "The Messiah" with Gwen Riley, Soprano, Margaret Skellie, Soprano, Janet Scheffler, Soprano, Beatrice Baldinger, Mezzo-soprano, Robert Clement, Tenor and Robert Kingsberry, Bass-baritone; Helen Trauble, Soprano; Witold Malcuzinski, Polish Pianist; Naughty Marietta, by Victor Herbert, with an all-student cast; and the Requiem, by Johannes Brahms.

GENERAL ASSEMBLY

A general assembly of the faculty and students is held every Tuesday morning from ten to eleven o'clock. The exercises include a devotional and a wide variety of programs. The band, the choir, the orchestra, the Physical Education Club, the Home Economics Club, the Southern Players (campus dramatics group), and other student organizations present very interesting programs. Faculty members are often called upon to give lectures in their special fields. The programs are enriched by bringing in specialists in varied fields of interest to talk to the students and faculty. Among the distinguished guests at chapel programs have been the Don Cossack Chorus; the Vienna Choir Boys; Ralph W. Sockman, minister of the National Pulpit; W. H. Auden, world renowned poet; the Black Hills Passion Play; Henry Hitt Crane, pastor of the Central Methodist Church of Detroit; Jesse Stuart, famous lecturer and writer; Agnes Moorehead, actress; and Henry Scott, pianist.

COLLEGE THEATRE

Dramatic productions by the Southern Players, sponsored by the Division of Speech Arts, afford opportunity for all interested students to participate in several phases of theatre activity including acting, technical stagecraft, and direction. At least one dramatic production is scheduled each quarter and an experimental theatre is held each winter quarter with a series of one-act plays presented. This program provides not only training for participating students, but a well-rounded theatre program for the college audience. Tryouts which are open to all students of the college are usually held to select casts. Participation is particularly recommended for all students who plan to engage in dramatic activity in high school and elementary schools.

The following plays have been produced during the past few years: "The Importance of Being Earnest," "The Silver Cord," "Years Ago," "Good Housekeeping," and "Ladies In Retirement."

FORENSICS

The forensics program sponsored by the Division of Speech Arts has expanded to include specialized training in the art of debate and discussion. Statewide and regional tournaments in each of these fields are attended by the forensic group during the year. These trips give students experience in meeting competition from Alabama, Mississippi, Louisiana, Georgia, Tennessee, and Florida. Every two years a national tournament is entered. The Gulf States Speech Festival is held each year on our own campus. In addition to participation in debate and discussion, students are trained to enter individual contests in oratory, radio speaking, interpretative reading, after-dinner speaking, and extemporaneous speaking.

Pi Kappa Delta, a national honorary forensic fraternity, is formally established on the Southern campus. Students who participate in the forensic activities will be eligible to work for membership in this fraternity.

RADIO

Mississippi Southern College has a new, modern radio studio and control room. As both contain equipment which meets commercial standards, a student may gain practice in actual production techniques.

Opportunities to study and practice radio announcing, script writing, continuity writing, and the production of both talk programs and dramatic shows are afforded by the radio classes and by participation in the college programs which are broadcast over the student-operated campus station, WMSU.

Plans are being made for a television studio for the production of filmed programs for distribution to TV stations.

LIBRARY

The Joe Cook Memorial Library, erected in 1939 near the center of the campus, is planned for the purpose of furnishing the students and faculty of the campus modern facilities for research and reading under pleasant conditions. On the first floor are the reference, research, and periodical rooms; the card catalog and general circulation desk; and the cataloging and order departments. The second floor contains the graduate study room, the Sam Woods collection of art and rare books, several small study rooms, the bound periodicals, and the library science offices and class rooms. At present, the main library contains more than 65,000 books with 7,000 or more titles being added annually. The periodical room is supplied with approximately 500 current magazines and many daily newspapers, including some microfilm and microcard editions.

The library is open from Monday through Thursday from 7:45 A. M., to 10:00 P. M., and on Friday and Saturday from 7:45 A. M., to 5:00 P. M., during the regular session.

THE SAM WOODS COLLECTION

The Sam Woods Collection, a gift of the late Sam E. Woods, alumnus of Mississippi Southern College and retired consul general of Switzerland, is comprised of paintings, large Flemish tapestries, antique furniture, and rare books. In the collection are 230 paintings which include a picture of the Holy Family by Amigoni from the Stennis Collection, a Murillo copy of the Holy Family from the Prado Gallery, and many Rembrandt and Durer etchings and woodcuts, as well as oils and water colors by contemporary German artists. They have been hung in the president's home, the library, and other main buildings throughout the campus. This collection of paintings is probably the largest in the state. Much of the furniture is of the Renaissance period.

The very valuable collection of more than 1100 early printed and fine press books includes several rare Bibles in hand-carved bindings and illustrated by Durer and other artists, and several atlases of the 16th and 17th centuries. Of special interest are the approximately fifty beautifully illuminated pages from incunabula, as well as globes made before 1800 and maps of America and other countries made before 1700. This collection is housed in the Sam Woods Room in the Library.

NURSERY SCHOOL

The College Nursery School was established as a unit within the Division of Home Economics to provide a laboratory in which college students might observe the development and relationships of a group of normal, healthy young children and to participate in directing the various nursery school activities. The school accommodates sixteen children between the ages of two and a half and five years. It operates on a full day's schedule (nine o'clock in the morning to three o'clock in the afternoon) five days per week.

The daily program is planned to create an environment rich in possibilities for developing the child's mental, physical and social self as well as toward attaining a greater degree of emotional maturity. Independence is encouraged in all children throughout the daily activities, i.e., playing, resting, eating, dressing, etc. The enrollment is made up of an equal number of boys and girls in the various age groups.

The Nursery School, which was the first to be established in Mississippi, is located on the first floor of the Home Economics Building. The Nursery School has ample space indoors and a large porch and fenced-in play-yard outdoors. In both space and equipment it meets high standards. The climate permits outdoor play the year-round with a large portion of the play-yard shaded for use in the summer months. Requests for registration must be filed with the director of the Nursery School well in advance of the time the child is to be enrolled. The children are not selected from any particular group, but any child may qualify who meets the age and developmental requirements.

THE LABORATORY SCHOOL

The Laboratory School, commonly known as Demonstration School, is a fundamental part of the teacher-education program. It serves as an integrating center in which students from all divisions of the college may study in their particular fields.

The first major purpose is to provide a superior school from the first through the twelfth grades. This program is designed to meet the needs of the children and the community which it serves.

The second major purpose of the school is to provide college students with an opportunity to do observation, student teaching, and some educational research. The school gives to the prospective teacher, in as natural, realistic a setting as possible, the privilege of actually beginning his teaching career under intelligent and sympathetic supervision.

The school is organized on the basis of six years of elementary education and six years of secondary education.

PLACEMENT BUREAU

Mississippi Southern College has a year-round placement service for the benefit of its students, graduates, and alumni, as well as for employers who seek college-trained personnel. The college maintains cordial relationships with many employers, and every effort is made to assist registered applicants in finding satisfactory positions in their respective fields.

It is advisable for students to register during the first quarter of their senior year if they are to receive full benefit of the services of the Placement Bureau, such as job information, interviews with campus recruiters, etc. Those not interested in employment upon graduation are urged to fill out a personal data sheet before leaving the campus so that a personnel record may be processed for future use. Men expecting calls into the armed services as well as those students attending graduate schools might need these records later.

Alumni seeking changes or promotions are invited to use the placement facilities at all times.

SPECIAL EDUCATION AND CLINICAL SERVICES

In order to provide better for the atypical child in the public school who needs educational services beyond those found in the usual classroom program, Mississippi Southern College has established a co-ordinated program of special educational services. This program is designed to offer clinical services and to train teacher-specialists in the education of exceptional children, particularly those with speech and hearing problems, the mentally handicapped, the mentally gifted, the educationally retarded, and the emotionally and socially maladjusted. It is a program based on an expended offering of specialized courses and extensive clinical experience, under the direction of qualified instructors and clinicians.

Recent legislation and appropriations to the public schools for special education have greatly stimulated the interest in the education of exceptional children. An increased demand for specialist teachers and clinicians has followed. Mississippi Southern College is co-operating with the State Department of Education both by offering special training to the teacher desiring to qualify in this field, and by having certain of its staff and faculty serve in an advisory capacity on state committees which are charged with guiding the expanding program of special education under the direction of the supervisor of special education.

Clinical services are available throughout the school year, including the summer session. Appointments for consultation and conferences, or other clinical services may be made by contacting the Co-ordinator of Special Educational Services, Room 111, College Hall. Inquiries will receive prompt attention. Telephone 4-8411, extension 220.

PSYCHOLOGICAL SERVICES

Psychological services to schools, business enterprises, parents, and children are available from Mississippi Southern College. Staff members of the Psychology Department are available to assist in testing schools, institutions, or agencies or to offer consultative assistance in the selection and administration of tests of various types—achievement, intelligence, personality, and aptitude.

Clinical service is offered through the Reading and Speech clinics of the college described elsewhere.

COLLEGE READING CENTER

In order to provide opportunities for reading improvement to the college students, the College Reading Service was established in 1953 as an adjunct of the Reading Clinic.

Testing, counseling, and instruction are provided in several areas of reading: increasing speed of comprehension, developing vocabulary, and improving study skills and habits.

There is no charge for this service for college students.

THE READING CLINIC

The nationally recognized Mississippi Southern College Reading Clinic is one of the best equipped clinics of its kind in the South. Its testng and individual teaching facilities offer excellent training for prospective specialists in the reading field, and also for teachers wishing to become more proficient in the teaching of reading.

In addition to an excellent collection of professional books, attractive children's books and remedial training materials, the Reading Clinic has the best obtainable equipment, including a telebinocular, orthorater, audiometer, tachistoscopes, ophthalmograph, reading films, filmstrips, and projectors, tape recorders, and oscilloscope. Practical and systematic training with these is given to teachers enrolled in Reading Clinic courses.

A graduate course sequence leading to the M.A. degree with a major in the psychology of reading, has been instituted to help fill the demand for qualified, well-trained reading specialists. A program of research in this area is also underway.

A new and important function of the Reading Clinic is to give corrective and developmental reading help to students in the Basic College. Individual and small group teaching, as well as regular college classes stressing efficient study habits and effective speed of reading, are available to all college students.

Among the services offered to the community by the Reading Clinic in addition to the training facilities, are diagnostic testing of children with reading problems, and counselling with them and their parents. Remedial instruction by qualified teachers is given to a limited number of children who are retarded in reading.

Children may be referred to the clinic by superintendents, teachers, parents, vision specialists, and other agencies. The fee for a complete educational diagnosis and a suggested program for remedial procedures is $10 or a proportionate part, based on ability to pay.

Daily instruction is given to out-of-town and local children throughout the school year and through the summer months. If a child is enrolled in the clinic for individual remedial instruction, the fee is $20 per month. It is usually desirable to have a child receive instruction five periods per week. The total number of hours for remedial training required by a child will vary with the extent and type of difficulty exhibited. The increased demand for teachers who are qualified as reading specialists has brought about the extension of courses to meet this demand. Write to the college for the Reading Clinic catalog.

SPEECH AND HEARING CLINIC

This clinic has a twofold structure: improvement of speech disorders and rehabilitation of hearing difficulties. The setup follows the pattern and standard established by the American Speech and Hearing Association.

The physical plant consists of a reception room for patients; central office; examining and diagnostic room; clinicians' reference and records room; classroom for visual aid instruction, demonstration, and group work; five air-conditioned cubicles for individual retraining; and an acoustiaclly built room for auditory testing and retraining. One of the cublcles is fitted with a one-way mirror and an electronic arrangement which permits both the seeing and hearing of demonstration remedial lessons by classes in reeducation.

The equipment, of the latest design, is similar to that of most modern clinics: oscilloscope; pitch meter; auditory training table; phonetic mirrors; tape recorders; plate recorder; and testing devices for cerebral dominance, intelligence, hearing, pitch and sound discrimination, memory span, voice, and articulation. Models and charts of the ear, head, brain, and larynx form

excellent illustrative materials. A special reference library with its sizable quantity of journals, pamphlets, and books provides the clinicians and graduate students with up-to-the-minute remedial information.

Such disorders as (1) articulatory defects which are known as sound substitution and omission, lisping, lalling, or oral inaccuracy, and which compose almost seventy percent of the total number of speech disorders important to acceptable reading and talking; (2) rhythm, which includes stuttering, cluttering, and vocalized pause; (3) voice, which comprises disorders of rate, tensity, or quality; (4) symbolic formulation, which is thought of a aphasia; and (5) special defects such as cerebral palsy, cleft palate, foreign dialect, and speech due to hearing deficiencies are treated in the speech and hearing clinic.

Two faculty members, several student clinicians, and graduate assistants constitute a well-qualified staff whose training and experience enable them to direct a remedial program with efficiency. These members extend the following services to Mississippi:

1. Surveys of public schools for the purpose of discovering speech and hearing defectives.
2. Advisory assistance to teachers who are working in the area of special education.
3. Examination and diagnosis procedures for adults and children who may be thought to possess oral language disorders.
4. Training of students who may wish to obtain clinical experience or enter the field of rehabilitation of handicapped children.
5. Presentation of courses for those teachers and parents who desire to help those having speech and hearing imperfections.
6. Aiding those elementary and secondary schools that are planning an effective speech arts curriculum.
7. Providing students of the campus with personal guidance and lessons in the solution of their speech and hearing problems.

AUDIO-VISUAL CENTER

Recognizing a need for audio-visual services in the State, Mississippi Southern College has established an Audio-Visual Center on the campus. Activities of the center include: a film service for Mississippi schools, a program for the use of audio-visual materials in college classes, and courses in audio-visual education taught both on and off the campus.

The center is prepared to assist local schools in setting up a program for the use of audio-visual materials; and to assist, through in-service and pre-service training, in the interpretation of the values derived from the use of audio-visual instructional aids in education.

The film collection of the Audio-Visual Center comprises over 1300 reels of educational subjects. The collection includes college-owned films and films deposited by members of the South Mississippi Educational Film Association. Through a cooperative agreement member schools buy a specified number of flims, based on enrollment, which permits the use of a like number of films each week from the total collection of the film library. Thus, an educational film service is provided for the schools of Mississippi at a fractional part of rental charges customary with commercial film libraries. This cooperative film service has been in operation for a period of six years with success which indicates a permanent functioning organization.

Any school interested in membership in the South Mississippi Educational Film Association should write to the Director, Audio-Visual Center, Mississippi Southern College, for information.

EXTENSION AND SCHOOL SERVICE

EXTENSION OFFERINGS

The offerings of the Division of Extension are of three general types as follows:

A. Extension work by class instruction in college courses where the students meet at some study center provided by the group. This instruction is of two general types:

1. Courses offered primarily for the improvement of teachers in service.

2. Courses in general education and business subjects offered for the benefit of interested adults. These latter courses are offered under two plans:

Plan I: Students may take 48 hours of selected off-campus courses and then transfer to the campus to complete in residence the requirements for the degree of Bachelor of Arts or Bachelor of Science.

Plan II. Students may take their entire program of studies in off-campus centers or in off-campus extension classes combined with correspondence study. This plan is offered for qualified adults who desire to improve themselves in civic, social, and cultural areas as well as in areas that will provide specific assistance in vocational problems.

Students under Plan II take a total of 96 hours in courses leading to a two-year certificate in General Education or Business. Students who satisfactorily complete a two-year course of study will be eligible to enroll in courses leading to an advanced certificate. Course requirements for these programs will be found in the 1953-54 bulletin of the Extension Division.

B. Extension work by correspondence in college courses where the student works out written assignments which are sent by mail to the Correspondence Department. These assignments are graded by the instructor handling the course, and the grades are recorded in the office of the registrar.

C. Extension work by correspondence in high school subjects where a high school student works out assignments which are sent by mail to the Correspondence Department. These assignments are graded by an instructor in the Demonstration High School or Mississippi Southern College. The grades are recorded in some high school in Mississippi by consent of the superintendent of that school.

The work of the Extension Division is organized to conform to the regulations of the Southern Association of Colleges and Secondary Schools and the regulations of the Teachers College Association for Extension and Field Service.

EXTENSION CLASS STUDY

1. Mississippi Southern College is anxious to serve the teachers of Mississippi through the extension classes and workshops. Arrangements have been made to offer by extension any course included in the regular college catalogue on condition that satisfactory library and laboratory facilities are available. In the Departments of Commerce, Health, English, Education, Psychology, Geography, Speech, and Social Studies, it is possible to offer a number of courses without special library arrangements other than those available through the college.

2. Any person qualified to profit by an extension course may be admitted to the classes for non-credit study. However, those who expect college credit for a course must meet regular admission requirements. Students

will not be permitted to do extension work during regular attendance at any college.

3. Extension classes spend the same number of hours in recitation as are required for the same course taken in residence. No extension class may meet for more than sixteen hours in one week or four hours in one day.

4. Extension classes are organized upon proper petition. Any principal or superintendent may petition for an extension class, provided he has secured the signatures of not less than twenty qualified persons who join in the request for the same course. Blanks for signatures may be secured from the Extension Division. Before mailing the petition to the Extension Division, the prospective class members should make sure that they can provide a suitable classroom, with lights and heat to be furnished without cost to the college.

5. The registration fee for extension is $5.00 per quarter hour in both undergraduate and graduate courses. Students who enroll in graduate classes are required to pay the graduate matriculation fee of $10.00 unless they have previously done so.

6. The Mississippi Southern College Bookstore will sell books to students taking extension courses.

7. No student may register in any extension course after the second meeting. All fees are to be paid not later than the second meeting of the course.

8. Fees are not transferable and are not returnable after the second regular meeting of the class.

HIGH SCHOOL CORRESPONDENCE

Mississippi Southern College, in cooperation with the State High School Accrediting Commission, established a Department of High School Correspondence in 1946. The specific aims of this department are varied, but the primary purposes are (1) To provide opportunity for further study to those for whom it is convenient to attend regular school, (2) To expand the high school curriculum, (3) To provide courses meeting specific college entrance requirements.

Further information may be had from the Department of High School Correspondence, Mississippi Southern College, Hattiesburg, Mississippi.

CORRESPONDENCE STUDY

General Regulations

1. The matriculation fee for a correspondence course is $5.00 per quarter hour. Thus, the fee for a four-hour course is $20.00, for a three-hour course $15.00, and for a two-hour course $10.00.

2. Textbooks may be ordered by the student from the college bookstore or from the publishers whose names and addresses are listed on the first assignment sheet. The Mississippi Southern College Bookstore will sell or rent the books to students taking correspondence courses. The rental fee is $1.50 per book for a three-month period. Any correspondence about books should be addressed to the Mississippi Southern College Bookstore, Station A, Hattiesburg, and not to the Extension Division.

3. Fees are not returnable after lesson assignments have gone out of the correspondence office. Fees are not transferable.

4. If credit is desired, the student must meet the usual college entrance requirements and the course prerequisites. Only those courses numbered below one hundred are open to students of freshman or sophomore rank.

Freshman courses are numbered 1 through 49.
Sophomore courses are numbered 50 through 99.
Junior courses are numbered 100 through 149.
Senior courses are numbered 150 through 299.

Graduate courses are numbered above 400, and are not offered by correspondence.

5. No more than 48 quarter hours earned in extension, off-campus workshops, and correspondence may be counted toward a degree from Mississippi Southern College. All of the 48 quarter hours may be earned in any one of these fields or in any combination of them as long as the total is not more than 48 quarter hours.

6. Students seeking enrollment for correspondence study courses are required to fill out an application blank for each course desired. A student should not enroll for more than one course at a time.

7. The maximum time for the completion of a four-hour course (24 lessons) is one year from the date of acceptance of the application. For reasons considered adequate by the Extension Division this time may be extended one time for three months upon payment of a fee of $3.00. Applications for extension of time should be accompanied by the fee for such extension. No such application can be considered unless received before the date of expiration of the course.

8. The minimum time for the completion of a course is one month from the date of beginning work, provided assignments are sent in two or three at a time at regular intervals proportionately spaced over the minimum time.

9. Students will not be permitted to rush through correspondence courses. Lessons should be carefully prepared and the student should not apply for the final examination until he is adequately prepared to take it.

10. No work may be done by correspondence while a student is in attendance at any institution of learning unless he has written permission of the dean of his college. It must be understood that if correspondence is allowed while in residence, it becomes a part of the student's load for the quarter, and his work must be completed within that quarter. Examinations on a course must be taken during the time of the regular examinations for the quarter.

11. Teachers in service will not be allowed to complete more than four quarter hours per quarter. Correspondence work and extension may be taken at the same time if the rule that no more than four quarter hours may be taken in any one quarter is observed.

12. As the lessons are completed, the student mails or brings them to the Extension Division for correction by the instructor.

13. Credit will not be allowed when there is evidence that unfair assistance has been obtained on either the lessons or the final examination.

14. Two persons from the same school community or the same family are requested not to register for the same course because persons taking correspondence courses are not to work together.

15. The examination is to be taken under the supervision of a city or county superintendent of education and without the use of notes or the textbook.

16. Correspondence courses may not be taken to remove failing grades received in campus courses without the written approval of the dean.

17. The Correspondence Department is not responsible for lessons lost in the mail because of insufficient postage or for any other reason.

Rules for Preparation of Assignments

1. Use 8½x11 light weight typing paper. Envelopes addressed to the Division of Extension are sent with the outline of the course. The lessons must be mailed in these envelopes, three or more assignments to an envelope.

2. In preparing the recitation, observe carefully the following rules:
   a. Write on one side of the paper only.
   b. Write with ink or use typewriter.
   c. Leave a margin of one inch on the left side of the paper.

3. Write your name and address, the name of the course, and number of the recitation paper at the top of the first page of each lesson.

4. Do not include any letters with lessons. All business and other communications must be written on a separate sheet and mailed in a separate envelope. We are not responsible for any delay caused by letters being enclosed in assignments.

5. At the end of the course, return all assignment sheets together with the last lesson.

Mailing of Lessons

1. In the upper left corner of the envelope addressed "Department of Extension", in which the recitation paper is enclosed, write your full name and address.

2. In the lower left corner of the envelope, write the name of the course and numbers of the assignments.

Have your lessons weighed before mailing; be sure there is enough postage on them. When the postage is insufficient, the lessons will not be accepted by the Extension Division until full postage has been paid.

Examination Instructions

1. The lesson assignments are intended to assist the student in preparation for the examination.

2. Upon completion of the assignments the student must immediately make arrangements with the Correspondence Department for the examination. Request for examination must not be enclosed with lesson assignments, but must be mailed in a separate envelope.

3. Final examinations are held by regular instructors of Mississippi Southern College, instructors in other institutions of higher learning, county superintendents, or superintendents of independent districts selected by the student and approved by the Director of Correspondence. A student may defer examination on a completed course until he enters the college for residence work in which case the examination must be taken within one week after the student registers. Permission to so defer should be requested in writing.

4. A student may not spend more than three hours on the examination.

5. Before beginning the examination all books and papers must be removed from the desk except the examination papers.

6. The student must use ink when writing the examination.

7. No second examination will be given.

8. Students who are taking a course to remove failing grade received in a campus course may be required to come to the campus for the final examination.

COURSES OFFERED BY CORRESPONDENCE

Commerce

40 Introduction to Business
55 Principles of Economics
107 Economics of Consumption
134 Salesmanship
166 Business Law I
167 Business Law II

Education

20 The Teacher and the Community
66 The Modern Elementary School
101 Arithmetic in the Elementary School
107 Reading and Language Arts in the Elementary School
113 Principles of Teaching in High School
128 Historical Foundations of American Education
143 Methods and Materials in the Elementary Grades
162 Curriculum of the Secondary Schools
163 Current Curricular Organization and Its Improvement
169 Tests and Measurements

English

62 Business English
75 English Literature
76 English Literature
80 Survey of American Literature

Geography

110 Geography of United States and Canada
118 Geography of South America, Mexico and the Caribbean Countries
145 Advanced Economic and Commerical Geography

Government

25 American Government
130 State Government

Health

27 Community Hygiene
79 Personal Hygiene
125 Problems of Child Health

History

27 World Civilization, 5000 B. C. to 1648 A. D.
28 World Civilization Since 1648 A. D.
61 American History to 1844
62 American History 1844 to 1896
63 American History Since 1896
125 Methods of Teaching the Social Studies
129 Recent American Foreign Relations
138 (Formerly 185) History of the Old South
140 Civil War and Reconstruction
166 (Formerly 176) Reformation and Revolution
170 (Formerly 177) Recent European History

Mathematics

21 College Arithmetic
31 College Algebra
32 College Algebra
35 Plane Trigonometry
75 Analytic Geometry
76 Analytic Geometry
131 The Teaching of High School Mathematics
138 The History of Mathematics

Physical Education

56 History of Physical Education
70 Introduction to Physical Education
100b Techniques in Coaching Varsity Basketball
100c Coaching of Baseball
151 Physical Education in the High School
190 Organization and Administration of Health and Physical Education

Psychology

65 General Psychology
116 Human Growth and Development, Part I: Child
119 Educational Psychology
132 Human Growth and Development, Part II: Adolescent
137 Mental Hygiene

Sociology

75 Rural Sociology
128 Criminology

Speech Arts

31a Oral Communication
106 History of the Theatre
131 Introduction to Speech Correction

THE GRADUATE SCHOOL OF EDUCATION

(A Graduate Bulletin is available on request)

GENERAL INFORMATION

Mississippi Southern College was granted permission to organize a Division of Graduate Studies by the Board of Trustees of Institutions of Higher Learning on May 26, 1947. On March 27, 1952, by action of the Board of Trustees of Institutions of Higher Learning the division became the Graduate School of Education. The Master of Arts degree will be conferred on those meeting the requirements in the field of education, with emphasis in any one of nine particular fields: school administration and supervision, secondary education, elementary education, communications, health and physical education, home economics, music, psychology of reading, and speech. The Master of Arts degree may also be acquired in the teaching of several fields: biological sciences, commerce, English, history or social studies, and mathematics. The Graduate Division was accredited by the American Association of Colleges for Teacher Education on February 25, 1950.

On April 26, 1951, the Board of Trustees of Institutions of Higher Learning of the State of Mississippi gave Mississippi Southern College permission to offer a second year of graduate work in the fields of school administration and supervision, secondary education, and elementary education. Then on July 17, 1952, the Board of Trustees gave the college permission to grant the Master of Education degree in school administration and supervision, secondary education, and elementary education. Work previously counted toward the second year certificate will now count toward the Master of Education degree. Forty-five quarter hours above the Master of Arts degree are required for the Master of Education degree.

PURPOSE AND OBJECTIVES

One of the primary functions of Mississippi Southern College is to prepare teachers, supervisors, and administrators for all branches of public school service. The graduate curriculum is intended to meet the needs of teachers in the elementary and secondary schools as well as to provide an organized program of training for school administrators and supervisors.

The student who pursues graduate work broadens his professional outlook and academic knowledge, receives additional professional training, and familiarizes himself with techniques of research. The student must manifest ability to collect and evaluate data and must be able to see the implication of his conclusions in relation to others fields of human interest and study.

The Master of Arts degree in education will be regarded primarily as an extension and broadening of the professional education received on the undergraduate level with particular emphasis upon the fields of study in which the student is interested. The goal sought is the improvement of classroom instruction and/or school administration and supervision.

ADMISSION TO GRADUATE SCHOOL OF EDUCATION

Students who are graduates of a teachers college, a liberal arts college, or a university, provided the particular institution is approved by a recognized accrediting agency, may be admitted for graduate work. Two official transcripts of the undergraduate record must be filed: one with the dean of Graduate School of Education and one with the registrar before admission to the Graduate School. A quality point average of 1.5 or better must have been attained in the undergraduate courses. Experience points to the fact that students with an honor-point rating below 1.5 in their undergraduate

work find it very difficult to maintain an average of B or better in their graduate work. All students in the Graduate School must maintain a B or better average. No grade below a C will count toward graduation. Failure to accomplish this rating will endanger the person's standing and subject him to scholastic probation.

A student working toward the Master of Arts degree or Master of Education degree may wish to pursue further work in graduate education for the followbing purposes:

(1) To strengthen himself in areas in which he finds himself deficient.

(2) To complete the work for the certificate in order to meet certain standards set up by accrediting agencies.

(3) To continue graduate work toward the Ph.D. or Ed.D. degree.

Graduate students are required to take a comprehensive standard test approved by the committee on graduate studies before admission to candidacy for the Master of Arts degree. They must earn 28 quarter hours of graduate credit after taking this examination before receiving this degree. If the score on the test is not sufficiently high to admit the applicant to candidacy for a degree he may once repeat the test after the passage of an interval of time approved by the committee.

The graduate committee will pass on all applications of candidates for graduate degrees. It may, however, delegate the authority to a sub-com mittee if it prefers.

REQUIREMENTS FOR MASTER OF ARTS DEGREE

The student may have a choice of either Plan I or Plan II as outlined below.

PLAN I

Candidates for the Master of Arts degree under Plan I are required to do a minimum of 36 weeks (three quarters) of graduate work in residence study at Mississippi Southern College and earn a minimum of 45 quarter hours including credit for work done on a thesis. The amount of credit for the thesis will be eight quarter hours, subject to the approval of the student's advisory committee. This curriculum is intended for those who plan to do further study toward a higher degree. Twelve to sixteen quarter hours will be considered a full load for any student. Less than full residence is computed by the ratio of course hours actually taken in this normal load. Ten or eleven quarter hours, therefore, would be considered three-fourths of a full quarter's residence, etc. Work taken in excess of the full load of 16 quarter hours will not reduce the student's residence requirement.

PLAN II

Candidates for the Master of Arts degree under Plan II are required to do a minimum of 36 weeks (three quarters) of work in residence study and to earn a minimum of 45 quarter hours of credit. A thesis is not required.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE

To begin work toward the Master of Education degree a student must have a Master of Arts degree from Mississippi Southern College or from any other acceptable institute of higher learning.

The Master of Education degree is offered in the following fields of study: school administration and supervision, secondary education, and elementary education. A student pursuing one of these courses of study must complete 45 quarter hours on the second year level, do a creditable quality of work, and meet all course requirements.

GENERAL REQUIREMENTS AND OTHER PERTINENT INFORMATION FOR A MASTER OF ARTS DEGREE

1. Candidates for the Master of Arts degree must comply with the following rgulations in addition to the foregoing requirements:

   a. Hold a bachelor's degree from an accredited institution and satisfy all undergraduate requirements in the institution

   b. Application for graduate work should be made to the dean of Graduate School of Education. If the applicant is not a graduate of Mississippi Southern College, two official transcripts must be filed: one with the dean of the Graduate School of Education, and one with the registrar, before registering. The complete record of the student includes the high school record, junior college record (if any), as well as the senior college transcript.

   c. If the student has done graduate work elsewhere and wishes to transfer it to Mississippi Southern College, he must supply the dean of the Graduate School of Education and the registrar with official transcripts of his work.

   d. The student must supply the dean of the Graduate School with a program of his studies after he and his advisory committee have outlined his work.

   e. For a student who is doing graduate work for the first time, the graduate committee thinks that four quarter hours should be the maximum load for a quarter if he is holding a full-time job or teaching position. The present state certification law limits the student to four quarter hours which may count toward fulfilling the requirements for certification purposes.

   f. The student who is a candidate for a Master of Arts degree must file his application for the degree with the dean of the Graduate School by the end of the quarter previous to the one in which he expects to graduate.

   g. If a thesis is submitted as partial fulfillment of the requirements for a degree, it must be presented to the dean of the Graduate School by the chairman of the student's advisory committee at least three weeks before the degree is to be conferred. The fee for binding the thesis is $2.50 per copy, regardless of the number of copies the student wishes to be bound, and is payable at the time the thesis is accepted.

   h. The student's advisory committee will pass on the final acceptance or rejection of the thesis.

   i. Two copies of the thesis must be furnished the dean of the Graduate School. The first copy must be typewritten on 20-pound bond paper and the second copy on bond paper of at least 16-pound weight. The student will follow rather closely the directions of a good manual on thesis writing.

   j. The thesis must show independent thinking, original investigation, mastery of subject-matter and ability to do research in the field of major interest.

2. No regular faculty member of Mississippi Southern College may take an advanced degree in this institution, but should take work elsewhere.

3. Ordinarily, an undergraduate major or its equivalent shall constitute the basis for a graduate major in any field. Likewise, an undergradu-

ate minor, or its equivalent, shall be required as a basis for graduate work in other fields than the major. This means that a minimum of 27 quarter hours must have been taken in undergraduate work in the field in which the student expects to major, and 18 quarter hours in undergraduate work in the field in which the student expects to minor. The student's attention is called to the undergraduate prerequisites, if any, listed under the course patterns for each major.

4. Work taken more than seven years before the date at which the Master of Arts degree is expected may not be used to count for credit toward that degree.

5. Undergraduates in this institution who plan to undertake graduate study, and who have fulfilled all requirements for the bachelor's degree except one or two courses, may be allowed to enroll in certain courses with the idea of later obtaining graduate credit, provided the student is not registered in more than two courses, and provided notice is given the dean of the Graduate School of the student's progress. In such an arrangement, the dean of the Graduate School will inform the instructor that work of a graduate nature will be expected of the student. Credit will not be allowed for such work unless the instructor certifies that the work was of distinctly graduate nature.

6. Teaching fellows, graduate assistants, and part-time instructors, whose time is partly devoted to service to the college, will be expected to take more than one year to complete the work for a Master of Arts degree.

7. A minimum of half the student's work must be in distinctly graduate courses. Graduate students, however, may elect to take some undergraduate courses provided they need the work, and provided the graduate committee passes favorably on such courses. Graduate students, however, must do extra work in such undergraduate courses, such as term papers, research, etc., as may be directed by the professor in charge.

8. An average of "B" or better and no grade below "C" is required. From 12 to 16 quarter hours in other fields may be taken except in cases of majors in school administration and supervision and elementary education. In these fields the total number hours may be taken (optional with the student) in the major field of study.

9. Graduate credit from other accredited institutions is acceptable for as much as nine quarter hours, provided it is in the chosen field or fields of the student's work. A student may not take extension courses to count toward his degree if he has transferred nine quarter hours from another institution. As many as nine quarter hours may be taken by extension provided the student has no transfer credit from another institution counted toward his degree.

10. Extension work given by an institution must be acceptable toward graduation in that institution before Mississippi Southern College will allow graduate credit toward the Master of Arts degree.

11. A committee of three, appointed by the dean of the Graduate School, will serve as the student's advisory committee. The student's major professor will usually serve as chairman of his advisory committee.

12. In addition to the regular course examinations a final comprehensive oral or written examination, or both, may be required of all candidates for the Master of Arts degree. The candidate will be examined on his major subject and his thesis, if he pursues Plan I; or his field or fields of concentration if he pursues Plan II. The oral examination will be conducted by a committee appointed by the dean of the Graduate School. A written notice of the time and place of holding the examination will

be sent to the candidate and to each member of the committee.

13. A student should complete his Master of Arts work within five consecutive years from the date of initial enrollment.

14. A photograph, 2½ by 3½ inches, must be provided by the student at registration. No student is properly registered until the photograph is provided. The student should furnish a photograph which is a good likeness.

GENERAL REQUIREMENTS AND OTHER PERTINENT INFORMATION FOR MASTER OF EDUCATION DEGREE

1. Candidates for the Master of Education degree must comply with the following regulations in addition to the foregoing requirements:

   a. Hold a Master of Arts degree from an acceptable institution.

   b. Application for work towards a Master of Education degree should be made to the dean of the Graduate School. If the applicant is not a graduate of Mississippi Southern College, two official transcripts must be filed: one with the dean of the Graduate School, and one with the registrar, before registering. The complete record of the student includes high school record, junior college record (if any), senior college transcript, and transcript of Master of Arts degree work.

   c. If the student has done graduate work above the Master of Arts degree elsewhere and wishes to transfer it to Mississippi Southern College, he must supply the dean of the Graduate School and the registrar with official transcripts of his work.

   d. The student must supply the dean of the Graduate School with a program of his studies after he and his advisory committee have outlined his work.

   e. Four quarter hours should be the maximum load for a quarter if the student is holding a full-time job or teaching position. The present state certification laws limit the student to four quarter hours per quarter which may count toward fulfilling the requirements for certification purposes.

   f. The student who is a candidate for a Master of Education degree must file his application for the degree with the dean of the Graduate School by the end of the quarter previous to the one in which he expects to graduate.

   g. The field of study that is submitted as partial fulfillment of the requirements for the Master of Education degree must be presented to the dean of the Graduate School by the chairman of the student's advisory committee at least three weeks before the degree is to be conferred. The fee for binding the thesis is $2.50 per copy, regardless of the number of copies the student wishes to be bound, and is payable at the time the thesis is accepted.

   h. The student's advisory committee will pass on the final acceptance or rejection of the field study.

   i. Two copies of the field study must be furnished the dean of the Graduate School. The first copy must be typewritten on 20-pound bond paper and the second copy on bond paper of at least 16-pound weight. The student will follow rather closely the directions of a good manual on thesis writing.

   j. The field study must show originality, mastery of organization and subject matter, and the ability to do research in the field of major interest.

2. Work taken more than seven years before the date at which the Master of Education degree is awarded may not be used to count for credit toward that degree.

3. Teaching fellows, graduate assistants, and part-time instructors, whose time is partly devoted to service to the college, will be expected to take more than one year to complete the work for the Master of Education degree.

4. An average of "B" or better is required of all work toward the Master of Education degree.

5. A committee of three, appointed by the dean of the Graduate School will serve as the student's advisory committee. The student's major professor will usually serve as chairman of his advisory committee.

6. In addition to the regular course examination a final comprehensive oral or written examination, or both, may be required of all candidates for the Master of Education degree. The candidate will be examined on his major subject and his field study. The oral examination will be conducted by a committee appointed by the dean of the Graduate School. A written notice of the time and place of holding the examination will be sent to the candidate and to each member of the committee.

7. A student should complete his Master of Education degree within five consecutive years from the date of initial enrollment.

8. A photograph, 2½ by 3½ inches, must be provided by the student at registration. No student is properly registered until the photograph is provided. The student should furnish a photograph which is a good likeness.

RESIDENCE REQUIREMENTS

The minimum residence requirement is one academic year or a minimum of three summer sessions of twelve weeks each. This statement presupposes the completion of at least 45 quarter hours work. Some students can complete the requirements for the Master of Arts degree in one year. It is not unusual for graduate students to include a summer session of an additional year for the degree.

A minimum of one full quarter's work on the campus is expected of every graduate student before completion of requirements for the Master of Arts degree.

TIME LIMIT. A student should complete his Master of Arts degree or Master of Education degree within five consecutive years from the date of initial enrollment. If he exceeds this time limit he may be required to take additional qualifying examinations or an additional amount of course work or both. In addition, a candidate for the Master of Music degree must petition the graduate music committee for an extension of time, giving reasons for the request and submitting plans for the completion of his work.

SCHOLARSHIPS AND FELLOWSHIPS

A limited number of scholarships and fellowships are available. Holders of scholarships will not be asked to do any service for the college but holders of fellowships will be asked to do a limited amount of work for the college. The dean of the Graduate School will assign such work and determine the amount of time expected of each student. The stipends for the scholarship are fixed at $150.00 per regular scholastic year and that of the fellowship at $375.00 per regular scholastic year. Also a limited number of teaching fellowships amounting to $500.00 per regular scholastic years are available to outstanding students.

MUSIC

GENERAL INFORMATION

As a result of the increased demand for more than undergraduate training in all lines of the music profession, The Division of Fine Arts has established graduate programs to accommodate qualified students in limited fields of concentration. The general requirements for graduate study leading to a degree are listed below, and fields of concentration are shown. The division, however, treats each case individually, and although the courses outlined will serve as a general guide, the student has some choice in determining his or her course.

PHYSICAL EQUIPMENT

Graduate students share with the undergraduate music students the use of the new temporary music hall, a large frame building devoted entirely to musical purposes, housing fifteen teaching studios, 24 practice rooms, each equipped with one or more pianos, a small auditorium seating 150, an instrumental room used for the Little Symphony and Symphonic Band rehearsals, a choral room for the Vesper Choir and Choral Union rehearsals, two classrooms, and listening room with large record library.

The splendid Frazee 3-manual pipe organ in the auditorium is regularly used for lessons and practice by advanced organ students, and two new Moeller, 2-manual organs, in individual rooms, supplement the practice facilities. A large number of brass, woodwind, percussion and stringed instruments which are being added to from year to year facilitate the work of instrumental study classes and of the college concert organizations.

CURRICULA

Three options are available to the graduate student in the selection of a program of studies, the choice being his own, subject to approval of his qualifications for the particular course by the graduate committee. A theory placement examination will be given each applicant who seeks admission to graduate work.

Course I (Performance) may be elected upon recommendation of the applied music professor and satisfactory audition before the graduate committee and the faculty of the department involved. Qualification for this curriculum presupposes a level of performance well above that of the average senior major in the applied music field, and the requirements as to technical facility and repertoire follow the stipulations of the graduate commission of the National Association of Schools of Music. In addition to the performance of a recital, the candidate is expected to appear creditably in a major work with the Little Symphony Orchestra.

Course II (Theory) is organized to give the student a pedagogy for the teaching of theory, and also to give him further opportunity to develop his own skills in the manipulation of the materials of music. Theoretical investigation, culminating in the writing of a thesis, will be done in the field of pure theory and must display evidence of musical scholarship.

Course III (Music Education) is designed to serve teachers of music in branches of activity, whether in the public schools, private studio or collegiate music school. In addition to sound musicianship, the candidate in Course III must demonstrate musical scholarship of high order, such as will find expression in the preparation of a worthwhile thesis. Persons desiring to prepare for administrative work in music, such as general or instrumental supervision of music education in the public schools of Mississippi, are encouraged to elect this course.

REQUIREMENTS FOR THE DEGREE OF MASTER OF MUSIC

The degree Master of Music is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed 45 quarter hours of graduate study with a major in piano, organ, voice, violin, 'cello, or theory. The following distribution of credits is required:

   (a) For a major in Applied music, (piano, organ, violin, 'cello or voice)

Applied Music	
Major	15 quarter hours
Minor	3 quarter hours
Music Literature 527, 528, 529	12 quarter hours
Analytical Technic 521, 522, 523	6 quarter hours
Essay and Recital	9 quarter hours

   (b) For a Theory Major:

Applied Music (Piano)	6 quarter hours
Pedagogy of Theory 524, 525, 526	6 quarter hours
Analytical Technic 521, 522, 523	6 quarter hours
Advanced Counterpoint (197, 198, 199)	6 quarter hours
Advanced Composition (200, 201, 202)	6 quarter hours
Advanced Orchestration (203, 204, 205)	6 quarter hours
Essay and an arrangement for Symphonic Band or Orchestra	9 quarter hours

MASTER OF MUSIC EDUCATION

The degree of Master of Music Education is conferred at the recommendation of the graduate committee upon the fulfillment of the following requirements:

1. The candidate must have completed 45 quarter hours of graduate study with a major in music education.

2. The following distribution of credits is required:

Applied Music	6 quarter hours
Music Education 530, 531, 532	6 quarter hours
Music Education 533, 534, 535	6 quarter hours
General Education	15 quarter hours
Theory courses selected from the following:	
Advanced Counterpoint (197, 198, 199)	6 quarter hours
Composition 164, 165, 166	6 quarter hours
Advanced Orchestration (203, 204, 205)	6 quarter hours
Analytical Technic 521, 522, 523	6 quarter hours
Conducting (required without credit unless previously studied)	
Thesis	6 quarter hours

All students must pass an oral and written examination in the field in which they are taking their degree.

The candidate must have spent at least one academic year (three quarters, or three summer quarters, of twelve weeks each) in residence in Mississippi Southern College, Division of Fine Arts. Applied music study is required throughout the year of graduate study.

REGULATIONS

ADMISSION REQUIREMENTS: Admission to graduate study in the Division of Fine Arts (music) will be granted at the discretion of the graduate committee under the following conditions:

1. The candidate must have graduated from an accredited institution

with the degree of Bachelor of Music or Bachelor of Science with music as a major, or an equivalent degree.

2. He must present undergraduate credit of not less than 180 quarter hours.

3. The average grade of his undergraduate scholarship must have been not less than C, the average of his major subject not less than B. Only work of a grade of B or above will be accepted for graduate credit.

4. He must take a theory placement examination.

TESTS and AUDITIONS: A testing program, for advising purposes, is one of the functions of the Graduate School. The tests are given during the first week of the fall quarter and the first week of the summer quarter (for summer session students only) and are required of all graduate music students. Auditions for applied majors are given at the same time. Approval of the graduate faculty in music must first be obtained before a student may major in an applied field.

DEFICIENCIES: The college shall have the power to decide wherein a student is in any manner deficient, regardless of the number of credits accumulated, and shall recommend means whereby such deficiency may be removed.

CANDIDACY FOR A DEGREE: Admission to study in the graduate school does not imply acceptance to candidacy for a degree. In order to become an actual candidate for the Master of Music degree or Master of Music Education degree, the student must meet the requirements of the approved list at least one quarter before the expected date of graduation. This involves (1) maintaining a satisfactory level of work in graduate courses (no grade less than "B"), and (2) presenting a brief outline for the treatment of the thesis topic. Upon the completion of the course work and of the thesis, the candidate must be prepared to pass an oral examination on the material of his thesis.

ENSEMBLE: All resident graduate students shall attend recitals and be enrolled in the Hattiesburg Choral Union, Little Symphony or College Concert Band.

EXPENSES

SUMMARY OF EXPENSES OF DORMITORY STUDENTS FOR NINE MONTHS

**Incidental fee for year Matriculation, library, athletic, hospital, college newspaper, laboratory, concert series, maintenance, etc.	$148.50
Board	207.00
*Room	67.50
	$423.00
Laundry (linen bundle)	14.40
	$437.40

*Room rent varies from $18.00 to $27.00 per quarter. The average is $22.50.

Payable in three amounts of $145.80 on—

September 14, 1954
December 6, 1954
March 14, 1955

Or payable in six installments as follows:

September 14, 1954 (includes annual)	$78.90
October 25, 1954	72.90
December 6, 1954	72.90
January 31, 1955	72.90
March 14, 1955	72.90
April 25, 1955	72.90

SUMMARY OF EXPENSES OF DAY STUDENTS FOR NINE MONTHS

**Incidental fee for year Matriculation, library, athletic, hospital, college newspaper, laboratory, concert series, maintenance, etc.	$163.50

Payable in three amounts of $54.50 on—

September 14, 1954
December 6, 1954
March 14, 1955

Or payable in six installments as follows:

September 14, 1954 (includes annual)	$33.25
October 25, 1954	27.25
December 6, 1954	27.25
January 31, 1955	27.25
March 14, 1955	27.25
April 25, 1955	27.25

**Explanation of Hospital Fee Coverage—Clinical and hospital services of the college are limited to cases of ordinary illnesses. Operations have to be cared for by physicians of students' choice in a regular hospital. The college does not assume responsibility in cases of extended illnesses or for treatment of chronic diseases. Parents of students are always consulted before operations are recommended.

ADDITIONAL EXPENSES

Approximate cost of books for one year $30.00. Music majors have additional fees (see catalog). Six dollar fee for The Southerner (college annual) payable on entrance, September 14, 1954.

SUMMARY OF EXPENSES OF DORMITORY STUDENTS

Full Quarter

Incidental fee for quarter	$ 49.50
Board for quarter	69.00
*Room for quarter	22.50
	$141.00
**Laundry for quarter (linen bundle)	4.80
	$145.80

Half Quarter

Incidental fee for half quarter	$ 24.75
Board for half quarter	34.50
Room for half quarter	11.25
	$ 70.50
**Laundry for half quarter (linen bundle)	2.40
	$ 72.90

*Room rent varies from $18.00 to $27.00 per quarter. The average is $22.50.
**Central pickup and delivery of personal laundry available on campus.

SUMMARY OF EXPENSES OF DAY STUDENTS

Full Quarter

Incidental fee for quarter	$ 54.50

Half Quarter

Incidental fee for half quarter	$ 27.25

QUARTER

Undergraduate

Quarter Hours		Incidental Fee	(Out-of-State Tuition)
**12-16 (full load)	Day Students	$54.50	$66.66
	Dormitory Students	49.50	66.66
9-11 (¾ load), per qtr. hr.		5.00	49.99
6- 8 (½ load), per qtr. hr		5.00	33.33
1- 5 (¼ load), per qtr. hr		5.00	16.66

Graduate

Quarter Hours	Incidental Fee	(Out-of-State Tuition)
**12-15 (full load)	$42.00	$66.66
9-11 (¾ load), per qtr. hr.	4.00	49.99
6- 8 (½ load), per qtr. hr.	5.00	33.33
1- 5 (¼ load), per qtr. hr.	5.00	16.66

**14 quarter hours considered full load for Public Law 550 veterans to obtain full subsistence.

HALF-QUARTER

Undergraduate

Quarter Hours		Incidental Fee	(Out-of-State Tuition)
6- 8 (full load)	Day students	$27.25	$33.33
	Dormitory Students	24.75	33.33
1- 5 (half load) per qtr. hr.		5.00	16.66

Graduate Quarter Hours	Incidental Fee	(Out-of-State Tuition)
6- 8 (full load) per qtr. hr.	$ 4.00	$33.33
1- 5 (½ load) per qtr. hr.	4.00	16.66

A registration fee of $10.00 is required of all graduate students as a matriculation fee in the Graduate School. This fee is paid once, and only once, by the student during his period of residence as a graduate student at Mississippi Southern College. This fee is not refundable.

BOARD, ROOM AND LAUNDRY

(Dormitory Students)

Board, per quarter	$69.00
Room, per quarter (average)	22.50
Laundry, per quarter (linen bundle)	4.80

Board, room, laundry, and incidental fee may be paid as follows: one-half upon entrance and the balance at the beginning of the second half of the quarter.

Dormitory students registering for one-half quarter will be only due one-half board, room and laundry.

The Southerner	6.00	per session

Special Fees:

Biology 37, 38, 39, each (when taught at Gulf Coast Research Laboratory)	10.00	per course
Biology 152, 158, 159, 452, each	25.00	per course
Biology 153, 156, 188, 453, 456, 488 each	36.00	per course
Biology 157	15.00	per course
Biology 160	18.00	per course
Conservation 132, 147, each (when taught at Gulf Coast Research Laboratory)	18.00	per course
Geology 154, 454 each	25.00	per course
Geology 180	75.00	per course
Health 137	3.00	per quarter
High school, regular classes, per subject	15.00	per quarter
High school, special instruction, per subject	30.00	per quarter
Reading Clinic, complete psycho educational diagnosis	10.00	when required
Reading Clinic, individual remedial instruction	20.00	per month
Reading Conference	10.00	per quarter
Speech and Hearing Clinic service:		
General examination	10.00	when required
Audiometric test only	2.50	when required
Private lessons to college students	5.00	per quarter
Private lessons to off-campus cases	1.00	per clock hour
Student teaching in the field	25.00	per quarter

Music:

Piano, organ, voice:		
1 private lesson per week	16.00	per quarter
2 private lessons per week	32.00	per quarter
Strings, woodwinds, brasses:		
1 private lesson per week	15.00	per quarter
2 private lessons per week	30.00	per quarter
Theoretical subjects:		
1 private lesson per week	15.00	per quarter
2 private lessons per week	30.00	per quarter
Orchestral or band instrument rental	6.00	per quarter

Organ rental, 1 hour daily	12.00	per quarter
Organ rental, each additional hour daily	3.00	per quarter
Piano rental, 1 hour daily	3.00	per quarter
Piano rental, each additional hour daily	1.00	per quarter

General Fees:

Auditing (non-credit)	2.50	per quarter hour
Change of schedule	1.00	when applicable
Correspondence courses	5.00	per quarter hour
Extension Center, undergraduate	5.00	per quarter hour
Extension Center, graduate	5.00	per quarter hour
Graduation	7.00	with application for degree
Basic Certificate, Plan II Etension	2.50	upon completion
Certificate (second-year graduate work)	2.50	upon completion
Advanced Certificate, Plan II Extension	2.50	upon completion
Late registration	2.00	when applicable
Memorandum of credits	.50	when applicable
Out-of-state tuition	66.66	per quarter
Rental on cap and gown (graduate students)	4.80	upon graduation
Resident Center	5.00	per quarter hour
Resident Center library	1.00	per quarter hour
ROTC deposit (refundable if all equipment and supplies are returned)	10.00	
Science breakage—while no deposit is required for loss and damage, any amount charged to a student must be paid before examinations are permitted.		
Special examination	1.00	when applicable
Thesis binding, not to exceed*	12.00	when applicable
Thesis preparation, not to exceed*	75.00	when applicable
* (Actual costs of charts, typing, materials, binding, etc., payable by G. I. Bill of Rights for Public Law 346 and P. L. 16 veterans on presentation of bills by veterans to college.)		
Transcript of credits	1.00	when applicable
Workshop	32.00	per workshop
Workshop library	2.00	per workshop

VETERANS

Incidental fees, laboratory fees, books and supplies covered by use of G. I. Bill of Rights for Public Law 346 and Public Law 16 veterans. Veterans entering for the first time should have in their possession certificates of eligibility.

Korean veterans, under G. I. Bill of Rights for Public Law 550, receive their allowance direct from the Veterans Administration and are therefore subject to pay all fees to college as individuals.

SPECIAL REFUND POLICY FOR VETERANS ONLY

Non-Resident (Out-of-State) Tuition

Length of regular quarter: 12 weeks
Length of summer quarter: 10-11 weeks

Period of veteran actual attendance in institution from date of enrollment	Percent on non-resident (out-of-state) tuition fees to be charged: Regular Quarter	Summer Quarter
One week or less	20%	25%
Between one and two weeks	40	50
Between two and three weeks	60	75
Between three and four weeks	80	100
Between four and five weeks	100	100
Over five weeks	100	100
Three days or less	0	0

All Charges Other Than Non-Resident (Out-of-State) Tuition

Length of regular quarter: 12 weeks
Length of summer quarter: 10-11 weeks

Period of veteran actual attendance in institution from date of enrollment	Percent of fees to be charged other than non-resident (out-of-state) tuition or fee: Regular Quarter	Summer Quarter
Three days or less	0	0
Four days to one week	20%	25%
Between one and two weeks	40	50
Between two and three weeks	50	50
Between three and four weeks	50	50
Between four and five weeks	50	50
Between five and six weeks	50	100
Over six weeks	100	100

BUSINESS REGULATIONS

Announcements concerning expenses and furnishings are subject to change without notice and may not be regarded as binding obligations of the college. In time of changing conditions, it is especially necessary to have this definitely understood.

Should a student withdraw within three days after date of registration all fees will be refunded.

Should a student withdraw for any reason prior to mid-term of any quarter fifty (50) percent of incidental fee will be refunded and pro rata percentage of board, room, and laundry will be refunded.

Should a student withdraw after mid-term of any quarter no part of incidental fee will be refunded, but a pro rata percentage of board, room, and laundry will be refunded.

Special students' or part-time students' fees will not be refunded after three days from date of registration.

Special fees will not be refunded after a student has been in attendance for three days.

All students rooming in dormitories are required to take their meals in the college cafeteria. Others who take part of their meals in the cafeteria are charged per meal.

No deduction in living expenses is made for absence of less than two continuous weeks, and then only when the absence is necessary and is reported to the secretary's office five days in advance. No reduction of board is made on account of late entrance.

No lesson in music or laboratory course is given until fee is paid and receipt presented to instructor.

While no deposit is required for loss or damage, any amount charged to a student must be paid before examinations are permitted.

Graduation fee is payable at time application is submitted. This fee is not refundable.

ACADEMIC ORGANIZATION

ORGANIZATION OF INSTRUCTION

Mississippi Southern College offers the bachelor's degree and the master's degree in a number of different fields. The program of study leading to the master's degree is described in this bulletin under the Graduate School of Education. Instruction in the undergraduate school is organized around a core curriculum, with ample time for specialization by the student in his special field of interest. It is expected that the freshman and sophomore years will be given over largely to the completion of the core requirements and the junior and senior years to meeting major and minor requirements.

The core curricula are designed to continue the general cultural studies begun in high school and lay a foundation for more specialized work which is to follow. The primary purposes of these curricula are: (1) basic education, insuring contact with the social, cultural, biological, and physical background of civilization and with the discipline and tools necessary for advanced work; and (2) orientation, providing students with the exploratory contacts that will enable the institution to assist them to make wise selections of specialization for their later work.

The program of study for the last two years is planned to provide the student with specialized training in a chosen field of endeavor. It is expected that the student will devote the major portion of his time in his junior and seniors years to specialization in the field of his choice. The student will also have an opportunity to complete certain professional and pre-professional courses that will be of advantage to him in his vocational career.

The instructional program is organized into thirteen divisions. These divisions are: (1) Biological Sciences, (2) Commerce, (3) Conservation and Natural Resources, (4) Education and Psychology, (5) Fine Arts, (6) Health, Physical Education, and Recreation, (7) Home Economics, (8) Industrial Arts, (9) Language and Literature, (10) Military Science and Tactics, (11) Physical Sciences and Mathematics, (12) Social Studies, and (13) Speech Arts.

ADMISSION

Admission to the college is granted only on the basis of application. Application forms may be secured from the director of admissions, the dean of the college, the dean of the Basic College, or the registrar.

A student may qualify academically for admission to the college by (1) certificate from an accredited high school, (2) examination, or (3) transfer from another college or university. Entering freshmen are required to take a psychological examination and an achievement test.

By Certificate—A student may be admitted to the college upon the presentation of an acceptable certificate showing fifteen units of high school work from an accredited high school. The certificate must be sent by mail in advance, directly from the principal of the school attended. Students with entrance deficiencies must remove them prior to their registration for the second quarter of work.

It is recommended that no student plan to major in mathematics or enter any science or pre-engineering curriculum if he does not have one and one-half units of high school algebra and one unit of plane geometry. Students with deficiencies in mathematics may remove them by enrolling in the proper classes at the Demonstration High School.

By Examination—Veteran and non-veteran adults who have not completed fifteen units of high school work may secure conditional admission to the college by examination. This phase of admission is coordinated with the high school equivalency certificate program sponsored by the State Board of Education and the Mississippi Accrediting Commission. Applicants must be at least twenty-one years of age. These examinations are given at 8:00 a. m., the first and third Mondays of each calendar month, at the Guidance Center in College Hall.

Veteran and non-veteran adults who plan to take the examination for the high school equivalency certificate for purposes other than admission to this college should secure necessary information and application forms from their local school officials. Location and scheduling are the same as listed in the previous paragraph.

Advanced Standing—A student from a college or university of recognized standing may be admitted to the college on the basis of an official transcript of credits mailed directly to the director of admissions from the institution previously attended. The transcript must show that the student is eligible for registration at the school from which he is transferring. To receive transfer credit, the student must have maintained a grade average of C on the work transferred. Students falling below this average may be accepted probationally, but they must earn a sufficient number of quality credits at Mississippi Southern to raise their average to C.

In the case of a student who transfers from a recognized junior college, all credit earned in the junior college remains a part of his record. However, specific course requirements for graduation at Mississippi Southern College must be met. Ninety-six of the 192 hours offered to satisfy requirements for any degree must be earned in a senior college after admission to the junior class.

Students transferring from non-accredited institutions may be accepted on probation. If their work is of a C average or better during the first three quarters of attendance at Mississippi Southern College, the credits transferred may be accepted.

Special Students—Special students may be accepted, without satisfaction of regular academic entrance requirements, in courses for which they are qualified. Students from other colleges may enroll as special students without submitting formal transcripts of previous work; but they must present official statements of eligibility at the college from which they come.

Credit For Military Experience—For basic training, veterans may receive six quarter hours of credit in physical education. Credit for achievement of a commission, or for specialized training received in service schools or through the USAFI, ASTP, or Army University Center courses will be honored according to the recommendations of the American Council on Education.

Placement Examinations—All freshmen and transfer students are required to take a psychological examination at the beginning of their first quarter of residence. Freshman students are required to take a series of achievement tests on entrance. These tests aid advisers in planning study programs and provide a basis for exempting students from certain courses.

Physical Examinations—Each student prior to the fall registration is required to take a physical examination under the direction of the college physician. Physical education courses may be assigned in accordance with the results of this examination. The college physician requires all new students either to be vaccinated on entrance or to submit proof of recent successful vaccination. The college reserves the right to require a physical examination of any student at any time. No student's registration is complete without a physical examination.

COUNSELING STUDENTS

Orientation: At the beginning of the fall quarter, freshmen and transfer students, together with certain student leaders, reach the campus a few days before the rest of the students arrive. These few days are devoted to an orientation program, intended to assist the new students in planning for and securing maximum benefit and maximum happiness at Mississippi Southern College. Much of the orientation program is planned and carried out by student leaders, whose fresh recollection of their own experiences during their early days on the campus lends immediate practical value to the program.

The Testing Program: As a part of orientation, new students take a psychological examination and a battery of achievement tests. These tests aid advisers in planning a course of study and provide a basis for exempting superior students from certain courses.

The college maintains a testing center and a diagnostic service which are available to students at all times.

Academic Guidance: Mississippi Southern College attempts to provide adequate academic guidance for its students. Students in their freshman and sophomore years are assigned to a Basic College adviser by the dean of the Basic College. Upon becoming a junior, the students are assigned by the dean of the college to an adviser in the field of his major. Students who are pursuing pre-professional curricula have special advisers whose interests and training enable them to give their advisees adequate guidance. Students may not change their advisers without permission in writing from the appropriate dean.

Advisers undertake to aid their students in planning their course of study and in meeting any other problems of college life. Regular conferences are planned by the advisers, and students are urged to consult their advisers when they have problems on which they need help.

Basic College Advisers: A group of carefully chosen advisers from every division of the college make up the group of advisers known as the Basic College advisers. In addition to advising freshmen and sophomores in the choice of their general program of education the first two years, the Basic College advisers make it a point to become well acquainted with their advisees to help them in their personal problems of orientation, remedial needs in academic areas, and in acquiring special vocational guidance. The Basic College adviser is the student's closest counselor in the first two years of his college career.

Remedial Services: When the testing program and the student's academic record indicate need for remedial study, the college offers unusual facilities for remedial work. Special improvement services are offered in English, reading, speech, mathematics and other areas in cooperation with the Basic College program. Special corrective procedures are available in the Speech Clinic, the Reading Clinic, the Psychology Clinic, the Guidance Clinic, and the Physical Education Department. In addition, tutorial work in areas of deficiency is available.

Vocational Guidance: The Guidance Center, under the direction of a professionally trained counselor, provides assistance to all students in matters of vocational choice and planning, educational guidance, and personal and social adjustment. Tests and inventories of all kinds are used to supplement the counseling process. A library of occupational information covering a wide variety of fields, as well as an up-to-date file of college and technical school catalogs, is available to interested students.

Services of the Deans: Students will find a friendly welcome in the offices of the deans. The dean of the college has general supervision of all activities, with a special responsibility for academic problems.

The dean of the Basic College has academic supervision of the first two years of the college.

The dean of men serves also as dean of student welfare. He is interested in the whole area of student life and services. The dean of women has a special interest in activities that contribute to the development of social competence among the students. The dean of the Graduate School has responsibility for the counseling of graduate students. The deans are ready at all times to assist students and student organizations in the solution of their problems.

DEGREES AND CURRICULA

Mississippi Southern College grants the Bachelor of Science degree, the Bachelor of Arts degree, the Bachelor of Music degree, and the Bachelor of Music Education degree. Candidates who wish to qualify for the professional license in teaching may do so by choosing the proper courses in education and psychology. Candidates may qualify for one of the lower teaching certificates by taking the specified courses in education and psychology. The requirements for these lower certificates are listed in the section of this bulletin on Teachers' Certificates.

Types of Courses a Student Takes—Each student takes four types of courses while meeting requirements for a degree: (1) courses from the core curriculum, (2) courses from a field of major interest, commonly called a student's major, (3) courses from a field of minor interest, commonly called the student's minor, and (4) electives. The core courses are basic courses which every college graduate needs. The major is chosen by the student because he wants to do a great deal of work in that field. Normally a student takes a minimum of 36 hours of work in his major. The minor is also chosen by the student because he wishes to do a great deal of work in that field. A student takes a minimum of 28 hours in his minor, but this figure varies, especially for prospective teachers. Electives are any additional courses a student chooses from any field because of his interest in those courses. The minor and elective courses should be chosen after consultation with the major professor.

The following diagram may help to make this explanation clear.

Core Curriculum	Major	Minor	Electives
78 to 100 Hours Taken by all students	36 Hours (or more)	28 Hours (or more)	To complete a total of 192 hrs.

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree will be awarded to students who have earned 192 quarter hours of credit, including the core and major and minor requirements, and who have conformed to the scholastic regulations governing the degree.

The core requirements for the Bachelor of Science degree are listed below. This core curriculum is the common pattern for all students who are candidates for this degree. The student should plan to complete these requirements during the first two years of his college career.

CORE CURRICULUM

	Hours
English 25, 26, 27	12

Transfer students who present a year's credit in freshman English will be considered as having met this requirement.

Sophomore Literature 8

Speech 4

Social Studies 8

The eight hours in social studies must be selected from two of the following fields: geography, government, sociology, and economics.

History 27, 28 8

Biological and/or Physical Science 16

(a) Students who are candidates for a teaching certificate must take Biology 37 and 38 and the remaining eight hours in the Division of Physical Sciences—chemistry, physics, and geology. Students in home economics education may offer Biology 139 instead of Biology 38.

(b) Students who are not candidates for a teaching certificate may take a year in a laboratory science and a sufficient number of hours in mathematics to complete the required 16 hours.

Mathematics 4

It is desirable for students who have had two years of high school algebra to take Mathematics 31 to meet this requirement. Students who have not had two years of high school algebra may meet the requirement by taking Mathematics 21.

Psychology 65 4

Health 79 4

Physical Education (activity courses) 6

Military science may be substituted for this requirement, but may not be used in meeting other core requirements.

Elective in health or physical education 4

TOTAL 78

MAJOR REQUIREMENTS

Specific course requirements for academic majors will be found with descriptions of courses listed in the various divisions.

I. A student may major in any one of the following fields: accounting, art, biology, botany, business administration, chemistry, clothing and merchandising, economics, English (forty-five hours required), foreign service, French, general home economics, geology, geography, German, government, health, history, industrial arts, institutional management, journalism, Latin-American studies, marketing and merchandising, mathematics, microbiology, office management, oral interpretation of literature, personnel management, physical education, psychology, public address, radio, recreation, religion and philosophy, secretarial science, sociology, Spanish, speech correction and hearing, speech education, theatre, and zoology.

II. A student who wishes to qualify for the standard certificate for teachers at the elementary level must complete a major in elementary education. This major will require the following: Education 20, 66, 101, 103, 107, 108, 116, 117, 143, 169, ten hours of student teaching, and Psychology 116.

A student majoring in elementary education must also complete Art 25 and 26, Music 95, 96, and 97, and Conservation 132 and 147. Art 125 may be substituted for Art 26 or a combination of Art 132 and Art 133 may be

substituted for Art 26. Art 112 or Art 113 may be substituted for Music 97. Conservation 147 may be substituted for a physical science in the core curriculum. Physical Education 149 must be included in the health-physical education requirement.

A recommended outline for the program of study for elementary education majors will be found in the section of the catalog devoted to the Division of Education and Psychology.

III. A student who wishes to qualify for the standard certificate for teachers at the secondary level must complete a major in an academic field. The academic fields in which majors are available are: art, biological science, business education, chemistry, English (45 hours required), foreign language, general science (required: chemistry, 18 hours; biology, 18 hours; physics, 12 hours), health, health and physical education, home economics, industrial arts, library science (45 hours required), mathematics, physical science, recreation, one of the social studies, general speech, and education of exceptional children.

(A student who wishes to qualify for a Class AA Certificate in Library Science must complete a fifth year of work with a minimum of 45 hours in library science. A student may, in connection with his Bachelor of Science program, qualify for a Class A Certificate for Librarians by completing 18 quarter hours of specified work in library science.)

In addition, a student working for the secondary certificate must complete the following courses: Education 20, 113, 169, 185, 186; the methods course appropriate to the major field; at least two hours from Education 116, 128, 136, 162, 163, 164, or Home Economics 200; Psychology 119 and 132; and four hours in fine arts.

MINOR REQUIREMENTS

The student should select his minor after consultation with his major professor.

I. A student may establish a minor in any one of the listed academic fields (see part I under "Major Requirements") other than his major, except that a student who majors in Latin-American studies may not minor in Spanish, and vice versa.

II. A student who wishes to qualify for the standard certificate for teachers at the elementary level (see part II under "Major Requirements") may establish a minor in any one of the divisions of instruction, or in a combination of English and speech.

III. A student who wishes to qualify for the standard certificate for teachers at the secondary level (see Part III under "Major Requirements") meets minor requirements with his professional courses.

Since most high schools require beginning teachers to teach in more than one field, it is recommended that students working for the secondary certificate try to meet certification requirements in two fields.

BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree will be awarded to students who have earned 192 quarter hours of credit including the core, major and minor requirements, and who have conformed to the scholastic regulations governing the degree.

The core requirements for the Bachelor of Arts degree are listed below. The student should plan to complete these requirements during the first two years of his college career.

CORE CURRICULUM

	Hours
English composition and literature	20
Speech	4
A foreign Language	18
Social studies	20
A maximum of four hours in religion and philosophy and four hours in economics may be used in meeting this requirement.	
Psychology	4
A laboratory science	12
Mathematics and/or philosophy	8
Health 79 or 125	4
Physical education (activity courses)	6
Elective in health or physical education	4
TOTAL	100

MAJOR REQUIREMENTS

A major may be selected from **art, biology, chemistry, economics, English (45 quarter hours required), foreign trade, foreign service, French, geology, geography, government, health, history, home economics, journalism, Latin-American studies, library science (45 quarter hours required), mathematics, microbiology, psychology, religion and philosophy, sociology, Spanish, speech, or zoology.**

MINOR REQUIREMENTS

The minor should be selected by the student after consultation with his major professor. A minor is available in any one of the fields in which a major is available.

ELECTIVES

A sufficient number of electives must be chosen to bring the total number of hours earned to 192 quarter hours. The electives should be chosen after consultation with the major professor.

BACHELOR OF MUSIC DEGREE

The requirements for the Bachelor of Music degree are listed in the Division of Fine Arts.

BACHELOR OF MUSIC EDUCATION DEGREE

The requirements for the Bachelor of Music Education degree are listed in the Division of Fine Arts.

DEGREES FOR PRE-MEDICAL, PRE-TECHNICIANS, PRE-DENTAL, OR PRE-LAW STUDENTS

Students may be allowed to complete work for B.S. and B.A. degrees in affiliated schools of medicine, medical technology, dentistry, and law on the conditions:

(1) That 140 hours of credit and 140 quality points shall have been completed, with a minimum of four quarters of residence at Mississippi Southern College.

(2) That all core requirements for the degree shall have been completed, except that students preparing for a degree in medical tech-

nology will be allowed to substitute four hours of physiology, or some other elective subject, for four hours of health in the core curriculum.

(3) That credit and quality points shall be transferred back to Mississippi Southern College from the school of medicine, dentistry, or law to complete requirements for the degree, and, in the case of medical technicians a certificate of graduation from a recognized school of medical technology must be presented. In any event a minimum of 192 quarter hours must be completed before the degree will be awarded.

(4) That the program leading to the degree shall be completed within two calendar years of the termination of the last quarter of residence at Mississippi Southern College, except that technicians will be allowed three calendar years after the last quarter of residence for the completion of the program leading to the degree.

TEACHERS' CERTIFICATES

The Mississippi State Department of Education issues a number of different types and grades of teachers' certificates. The Mississippi School Bulletin 130, "Rules and Regulations for the Certification of the Instructional Personnel," issued by the State Department of Education, sets forth in detail these regulations. A summary of the requirements for certain types and grades of certificates is shown below.

Certificates for Teachers in the Elementary School (Grade 1-8)

Class AA. (Until November 1, 1955). Bachelor of Science degree with a major in elementary education, plus 45 quarter hours of graduate study, and two years of successful teaching experience. Valid for ten years and renewable on the completion of 8 quarter hours of graduate study toward an advanced degree.

Class A. Bachelor of Science degree with a major in elementary education. Valid for five years and renewable on the completion of 8 quarter hours of graduate study toward an advanced degree.

Class B. 135 quarter hours including 45 quarter hours of core requirements, 24 quarter hours of professional education, and 20 quarter hours of specialized education. (Note: After December 1, 1956, all beginning teachers shall meet the requirements for the bachelor's degree described in Class A above.) Valid for three years and renewable on completion of 12 quarter hours of college credit toward the bachelor's degree.

Class C. 90 quarter hours including 28 quarter hours of core requirements, 16 quarter hours of professional education, and 8 quarter hours of specialized education. Valid for two years, and renewable on the completion of 12 quarter hours of college credit.

Class D. Permit of Employment. (Not to be issued after December 1, 1954). 45 quarter hours including 16 quarter hours of core requirements and 8 quarter hours of professional education. Valid for one year and renewable on the completion of 8 quarter hours of college credit.

Class E. Permit of Employment. (Not to be issued after December 1, 1954). 8 quarter hours of college credit. Valid for one year and renewable on the completion of 8 quarter hours of college credit.

Certificates for Teachers in Secondary Schools (Grades 7-12)

Class AA. (Until November 1, 1955). Bachelor's degree including core requirements, professional education courses, and course specialization required for the subjects or areas to be taught, plus 45 quarter hours in gradu-

ate study and two years of successful teaching experience. Valid for ten years and renewable on the completion of 8 quarter hours of graduate study, or other acceptable professional growth.

Class A. Bachelor's degree including core requirements, professional education courses, and course specialization required for the subjects or areas to be taught. Valid for 5 years and renewable on the completion of 8 quarter hours of graduate study toward an advanced degree.

Class B. 135 quarter hours including 45 quarter hours of core requirements, 18 quarter hours of professional education and the course specialization required for subjects or areas to be taught. Valid for three years and renewable on completion of 12 quarter hours study toward the Bachelor's degree.

Class C. 90 quarter hours including 30 quarter hours of core requirement, 12 quarter hours of professional education and the course specialization required for the subjects or areas to be taught. Valid for two years and renewable on completion of 12 quarter hours of appropriate study toward a Bachelor's degree.

Note 1: By December 1, 1956, all beginning teachers shall present a bachelor's degree, and meet all requirements for the Class A certificate above.

Note 2: A secondary school certificate is valid only in grades 7-12 and an elementary school certificate is valid only in grades 1-8.

Note 3: There are special certificates for teachers of Shop (grades 7-12), Art (1-12), Music (1-12), Health and Physical Education (1-12), Exceptional Children (1-12), Librarians (1-12), and for Secondary School Counselors. Since the requirements for these certificates are highly technical they are not listed here, but are referred to in the section on teachers' certificates in Bulletin 130, MSDE.

Certificates for School Administrators

(To serve as superintendents of schools, or assistant superintendents of schools)

Class AAA. Ph.D. or Ed.D. degree in school administration, and five years' successful school administrative experience. Valid for continuous school service.

Class AA. M.A. degree with major in school administration and two years of successful teaching experience. Valid for ten years and renewable on completion of 8 quarter hours of graduate study, or other acceptable professional growth.

Class A. Bachelor's degree, Class A Teachers' Certificate, or permanent professional certificate, plus 16 quarter hours in administration and supervision, and 2 years of successful teaching experience. Valid for five years and renewable once upon completion of 8 quarter hours of appropriate graduate work.

General Requirements for Certificates for Supervisors and Principals

An elementary school principal, secondary school principal, county elementary school supervisor, or special subject supervisor must hold the appropriate license. There are two classes, Class AA, and Class A. The general requirements for either class of certificate are:

(1) Class A teacher certificate (or permanent professional certificate) and Specialized Education courses required for Class A teachers' certificate.

(2) Two years of successful teaching experience.

(3) Class AA certificates are valid for ten years and renewable on completing 8 quarter hours of graduate study, or other evidence of professional growth.

(4) Class A certificates may be renewed by completing 8 quarter hours of graduate study.

The special requirements for each type of certificate are listed below.

Elementary School Principal

Class AA. M.A. degree with 16 quarter hours in elementary school administration and supervision, plus general requirements above.

Class A. 16 quarter hours of graduate study in elementary school administration and supervision, plus general requirements above.

Secondary School Principal

Class AA. M.A. degree with 16 quarter hours in secondary school administration and supervision, plus general requirements above.

Class A. 16 quarter hours of graduate study in secondary school administration and supervision, plus general requirements above.

County Elementary School Supervisor

Class AA. 45 quarter hours of graduate study in professional courses, including 16 quarter hours in school administration and supervision in the elementary field, plus general requirements above.

Class A. 16 quarter hours of graduate credit in elementary school supervision, plus general requirements above.

Special Subject Supervisor

Class AA. 45 quarter hours of graduate study in professional courses, including 16 hours in school administration and supervision, plus general requirements above.

Class A. 16 quarter hours of graduate credit in school administration and supervision including 4 hours in a basic course in school administration, plus general requirements above.

MINIMUM REQUIREMENTS IN SUBJECT FIELDS FOR HIGH SCHOOL TEACHERS' CERTIFICATES

Subject	Qr. Hrs.
English (May include 8 qtr. hrs. in speech)	36
*Business education	40-48
Shorthand	12
Accounting	12
Secretarial procedures, including filing, office machines, etc.	8
Social business subjects	8
Typing—evidence of proficiency or	8
Foreign language	
With 2 high school units in the same language	18
With less than 2 high school units in the same language	27
Industrial Arts	45
Mathematics	24
Science	36

Not less than this amount in this subject to teach it:

Biological science (including botany)	16
Chemistry	16
Physics	12
General science (physical sciences)	18
Social studies	36
Speech (may include 8 qtr. hrs. in English)	36
Home economics (non-vocational)	45
Home economics (vocational)	54
Library science	
Class A Certificate	16
Class AA Certificate graduate work	45
Health and physical education	
Class A Certificate	45
Class AA Certificate graduate work	45
Art	
Class A Certificate	45
Class AA Certificate graduate work	45
Music	
Class A Certificate	
Basic core of 25 qtr. hrs. plus the amount stated for endorsement:	
Instrumental music	26
Vocal music	22
Applied music	27
Vocal and instrumental	46
School counselor	
Class AA Certificate graduate work	45
Exceptional children	24

* Not less than 32 qtr. hrs. in business education and at least the minimum amount listed to teach the respective subjects.

REQUIREMENTS FOR TEACHERS CERTIFICATES

As Set Forth in Bulletin 130, 1952 Revision
And Interpreted in Terms of MSC Courses—August, 1953

GENERAL EDUCATION

State Requirement	Qr. Hr.	MSC Courses	Qr. Hr.
English	16	Any courses totaling	16
Fine Arts	4	Any course(s) totaling	4
Health and physical education	8	He. 79: Personal Health	4
		or He. 27: Community He.	4
		and PE 1, 2, 3 (M or W) Seasonal Sports and Activities for Men and Women	3
		and any other courses totaling	1
Science	16	*Biology 37, 38: Gen. Biology	8
		and phys. sci. (chem., geol., physics or cons. 147)	8

Social studies	16	History 27, 28: World Civilization	8
		and any courses in geog., political science, sociology, economics, philosophy, psychology or religion totaling	8
Speech	4	Speech 31 (formerly 52) Oral Communication	4
		or Speech 131: Intro. to Speech Correction	4
		TOTAL	64

*Home economics education majors may substitute Bioloigy 139: Bacteriology 4 qtr. hrs. for Biology 38. 4 qtr. hrs. of physical science may be in mathematics.

ELEMENTARY SCHOOL CERTIFICATES
PROFESSIONAL EDUCATION

State Requirement	Qr. Hr.	MSC Courses	Qr. Hr.
Human growth and development	4	Psy. 116: Human Gr. & Dev.—Child	4
		or Psy. 132: Human Gr. & Dev.—Adol.	4
Teacher and community	4	Ed. 20: Teacher and Community	4
Teaching reading and language arts	4	*Ed. 107: Reading & Lang. Arts in Elementary School	4
Principle and method of teaching in elementary field	4	Ed. 143: Methods & Materials in Elementary grades	4
Directed teaching in elementary field	8	Ed. 181, 182, 183, 184: Student Teaching in El. Grades (Lower or Upper) 5 QH each	10
**Electives (any chosen from this list totaling)	8	Ed. 66: Modern El. School	4
		Ed. 102: Kgn.-Primary Ed.	4
		Ed. 104a, b, c: Reading Con. each	2
		Ed. 108: Diag. & Rem. Reading	4
		Ed. 109: Read. in Upper El.	4
		Ed. 110: Clinical Procedures in Reading	4
		Ed. 116: Audio-Visual Ed.	4
		Ed. 144a, b, c: Projects in El. Education each	4
		Electives	8
		TOTAL	34

*Previous to 1952 Ed. 109 was accepted by us as meeting this requirement.
**Previous to 1950 other courses were offered at Mississippi Southern College which were considered adequate electives.

SPECIALIZED EDUCATION (Elementary)

State Requirement	Qr. Hr.	MSC Courses	Qr. Hr.
Music for children	4	Mus. Ed. 96: Music for Children	4

Art for children	4	Art 26: El. School Art or Art 132 & 133: Spec. Projects for El. Teachers	4 4
Literature for children	4	Ed. 117: Meth & Mat. in Child Literature	4
Science for children	4	Cons. 132: Sci. for El. Teachers	4
Arithmetic for children	4	Ed. 101: Arith. in El. School	4
Social science for children	4	Ed. 103: Soc. Stud. in El. Grades	4
Elective	4	Any elective under prof. Ed.	4
		TOTAL	28

SECONDARY SCHOOL CERTIFICATES

PROFESSIONAL EDUCATION

State Requirement	Qr. Hr.	MSC Courses	Qr. Hr.
Educational psychology	4	Psy. 119: Educational Psy.	4
Human Growth & Development	4	Psy. 132: Human Gr. & Dev.: Adol.	4
Tech. & Prac. of Teaching in secondary school	8	Ed. 113: Prin. of Tchg. in HS Also the course in methods in the special field Bus. Ed. 125: Mat. & Meth. in Bus. Ed. Art 125: Teaching of Art Health Ed. 155: Health Ed. for HS Teachers Phys. Ed. 151: PE in HS Eng. 141: Tchg. of Eng. in Jr. and Sr. HS ML 121: Meth. of Tchg. Mod. Lang. in HS Sci. 145: Techq. of Tchg. Sci. Math. 131: Tchg. of HS Math. IA 155: Tchg. of Ind. Arts Hist. 125: Meth. of Tchg. Social Studies Sp. 158: Tchg. Speech in HS	4 4 4 4 4 4 4 4 4 4 4 4 4
Directed teaching in secondary field	8	Ed. 185 & 186: Student Tchg. in the High School each 5	10
		TOTAL	26

Note A: Music and home economics have special requirements pertaining to their respective Divisions which are set forth in current catalog.

EXCEPTIONAL CHILDREN

State Requirement	MSC Courses*	Qr. Hr.
24 quarter hours	Ed. 150: Education of the Mentally Handicapped	4
	Ed. 196: The Psychology and Education of Exceptional Child	4

Ed. 108: Diagnostic and Remedial Reading	4
Speech 131: Introduction to Speech Correction	4
Speech 132: Speech Correction	4
Elective (approval of coordinator needed)	4
	24

Electives

Ed. 197: Organization and Administration of Special Education	4

*Those planning to do work in speech therapy must have additional courses and clinical practice.

PRE-PROFESSIONAL CURRICULA

PRE-MEDICAL AND PRE-DENTAL PROGRAM

The pre-medical and pre-dental curriculum is planned to meet the needs of students wishing to enter any of the approved medical or dental schools in the country, but the student should exercise care and seek the counsel of his adviser in selecting courses that will meet the specific requirements of the medical or dental school which he intends to enter. This is especially true of science, social science, and language requirements.

Students are cautioned that the keen competition for admission to medical and dental schools at present makes it imperative that the student plan his curriculum carefully and maintain a superior scholastic standing. A three-year pre-medical and pre-dental program is outlined below, but if the student wishes to receive a bachelor's degree before transferring to professional school, a four-year curriculum may be worked out with the pre-medical or pre-dental adviser. Students accepted in medical or dental school after the junior year may be awarded a bachelor's degree upon completion of the first year of medical or dental school if the requirements outlined on page 65 are met.

Freshman Year

	Hours
English 25, 26, 27	12
Chemistry 25, 26, 27	12
Mathematics 32, 35	8
Biology 37, 38, 39	12
Electives	4

Sophomore Year

Physics 80, 81, 82	12
Chemistry 75, 76	8
German or French	12
Biology 143, 144	8
Elective (one course in social studies suggested)	8

Junior Year

Chemistry 130, 131, 132	12
German or French	12
Chemistry 177, 178	6
Electives	18

PROGRAM IN MEDICAL TECHNOLOGY

The following three-year program is planned to meet the needs of those specializing in medical technology. The student who completes additional work at a recognized school of medical technology and who meets the requirements outlined on page 65 may be eligible for a bachelor of science degree at Mississippi Southern College.

Freshman Year

	Hours
English 25, 26, 27	12
Chemistry 25, 26, 27	12
Biology 37, 38, 39	12
Mathematics 31, 35	8
Speech 31	4
Physical education activities	3

Sophomore Year

Chemistry 75, 76, 77	12
Biology 142, 143, 144	12
English 76, 80	8
History 27, 28	8
Sociology, government or geography	4
Psychology 65	4
Physical education activities	3

Junior Year

Physiology 129 or Health 125	4
Bacteriology 139, 145, 185	12
Biology 166, 167	8
Physics 80, 81, 82	12
Health 79	4
Chemistry 92	4
Social studies elective	4
Elective (Commerce 35 suggested)	4

PRE-LEGAL PROGRAM

The requirements for admission to accredited law schools vary, ranging from three years of pre-legal work, to a college degree. It is suggested that the pre-legal student obtain a copy of the catalog of the law school which he wishes to attend and that he plan his curriculum under the guidance of his academic adviser. A student who transfers to law school at the end of his junior year, may receive a bachelor's degree at Mississippi Southern College if he meets the qualifications outlined on page 65.

Freshman Year

	Hours
English 25, 26, 27	12
A laboratory science	12
A foreign language (optional)	12
History 27, 28	8
Mathematics 21 or 31	4
Government 25	4
Physical education activities	3

Sophomore Year

Sophomore literature	8
History 61, 62, 63	12
Psychology 65	4
Speech 31	4

Math or additional science	4
Health 79	4
Economics 55	4
Sociology 62	4
A foreign language (optional)	12
Physical education activity	3
Electives, health or physical education	4

Junior Year

Business Administration 166	4
Advanced American history	8
Advanced European history	8
Advanced government	8
Philosophy 100	4
Sociology 128	4
Electives	12

Note: Health 79 and Speech 31 are recommended to those not taking foreign language in the freshman year. Additional speech and business are suggested for those not taking foreign language in the sophomore year.

PRE-ENGINEERING PROGRAM

The following curricula are set up to meet the pre-engineering requirements for admission to most engineering schools. The student should secure a catalog from the engineering school which he plans to enter and with his adviser plan deviations to meet the specific requirements of that school. The curriculum in the freshman year is the same for all engineering programs but in the sophomore year options are provided for civil, chemical, electrical, mechanical, and geological engineering.

Freshman Year

	Hours
English 25, 26, 27	12
Chemistry 25, 26, 27	12
Mathematics 32, 35, 75	12
Slide Rule (Mathematics 47)	2
Engineering Orientation	1
History 27, 28	8
Speech 31	4

Sophomore Year

Civil Engineering Option

Descriptive geometry (math, two courses) (2 hrs. each)	4
Plane surveying	8
Statics	4
Physics 90, 91, 92	12
Engineering drawing	4
Economics 55	4
Geology 41	4
Math 76, 175, 176	12

Chemical Engineering Option

Physics 90, 91, 92	12
Math 76, 175, 176	12
Descriptive geometry	4
Chemistry 75, 76, 77	12
Statics	4
Economics 55	4
Engineering drawing	4

Electrical and Mechanical Engineering Option

Physics 90, 91, 92	12
Math 76, 175, 176	12
Descriptive geometry	4
Economics 55	4
Statics	4
Plane surveying	8
General shop (Ind. Arts 41a-41b)	4
Electrical measurements	2

Geological Engineering Option

Physics 90, 91, 92	12
Math 76, 175, 176	12
Descriptive geometry	4
Geology 41, 42, 43	12
Statics	4
Economics 55	4
Engineering drawing	4
Plane surveying	4

PRE-PHARMACY PROGRAM

The requirement for admission to a college of pharmacy is one year of pre-pharmacy training. The student should obtain a copy of the catalog of the school of pharmacy which he plans to attend and with his academic adviser adjust his course of study to meet his individual needs.

Freshman Year

	Hours
Biology 37, 38, 39	12
Chemistry 25, 26, 27	12
English 25, 26, 27	12
Economics 55	4
Mathematics 31, 35	8
Physical education	3
Electives	4

PRE-OPTOMETRY PROGRAM

The following program meets the entrance requirements of most schools of optometry. It is suggested, however, that the pre-optometry student obtain a catalog from the school in which he is interested and with his academic adviser allow for any deviations from this program.

Freshman Year

	Hours
English 25, 26, 27	12
Chemistry 25, 26, 27	12
Mathematics 31, 35	8
Biology 37, 38, 39	12
Electives	4

Sophomore Year

Psychology 65	4
Physics 80, 81, 82	12
Speech 31	4
Biology 143, 144	8
Mathematics 75, 76	8
Sociology 63	4
Health 79	4
Electives	4

PROGRAMS OF STUDY AVAILABLE

The above degrees and curricula enable Mississippi Southern College to offer a wide pattern of courses that will lead directly into many different professions. The courses listed below are common patterns of study available for students. Students who have a very definite career in mind and who do not find the suggested pattern listed below should write the dean of the college for information about the program.

Accounting
Agriculture
Applied Music
Architecture
Art—Commercial
Supervisory
Band
Biology
Botany
Business Administration
Business Education
Chemistry
Commerce
Dentistry
Dramatics
Economics
Education
Engineering
English
Entomology
Family Living
Foreign Language
Foreign Service
Foreign Trade
Foresty
French
Geography
Geology
German
Government
Health Education
History
Home Economics
Industrial Arts
Institutional Management
Interior Decoration
Journalism
Law
Library Science
Marketing and Merchandising
Mathematics
Medical Technology
Medicine
Microbology
Military Science
Ministry
Music
Music Education
Nursing Education
Occupational Therapy
Optometry
Organ
Personnel Management
Pharmacy
Philosophy
Physical Education
Piano
Physics
Political Science (see Government)
Psychology
Public School Music
Radio Arts
Recreation
Religious Education
Sanitation
Science
Secretarial Training
Small Business
Social Studies
Social Work
Sociology
Spanish
Special Education
Speech
Speech Correction
Teacher, Elementary School
Teacher, High School
Veterinary Science
Violin
Vocational Education
Voice
Wind Instruments
Zoology

SCHOLASTIC REGULATIONS

Exemption from Core Requirements

Students may be exempt from any part of the core requirements for any of the degrees on the basis of attainment in the field as demonstrated by a test and by high school record. Such exemption is granted by the head of the department involved with the approval of the dean on application by the student. The granting of exemption does not involve the bestowal of credit; neither does it reduce the total number of hours to be earned for a

degree. Its only effect is to increase the number of elective credits which the student may offer as a part of his program for a degree.

Program of Work

The programs of work outlined for students in this bulletin are considered the best general programs available for the attainment of the student's objectives. It is expected that all students will conform to the core requirements. In the case of the major and minor programs, some flexibility will be allowed. It is obvious that no program can meet the needs of every student. Major advisers will endeavor to see that the programs authorized for their advisees insure the most favorable training for the individual concerned.

Physical Education

Freshman and sophomore students are required to earn one hour of physical education credit during each quarter of the freshman and sophomore years unless excused from the requirement by the college physician or the dean.

Quarter Hours

An applicant for a degree must complete 192 quarter hours, including the core requirements as listed under the particular degree curriculum pursued, and the major and minor requirements outlined elsewhere in the catalog. Not more than six hours of practical music (chorus, band, or orchestra) may be counted toward a degree except by students who are majoring or minoring in music. Not more than twelve hours in physical education activity courses, and not more than four hours in any one varsity sport, may be used in meeting the degree requirements.

A student is allowed six years in which to meet the requirements listed in the catalog under which he entered.

Residence Attendance

A degree will not be granted without residence attendance of three quarters, and the last quarter must be in residence, except that a maximum of four quarter hours of correspondence or extension credit may be earned after the last quarter of residence. See requirements elsewhere in this bulletin for pre-medical, pre-dental, pre-technician, and pre-legal students. At least 48 hours must be earned in residence.

Transfer students must take at least twelve hours of residence work in their majors at this institution.

Quality Requirements

Each grade of A carries three quality points for each quarter hour of credit. Each grade of B carries two quality points for each quarter hour of credit. Each grade of C carries one quality point for each quarter hour of credit. Grades of D carry no quality points. A student must make as many quality points as the total number of quarter hours earned at Mississippi Southern College in residence courses that carry quality points. High grades in institutions from which credits are transferred to this college may not offset low grades made in this institution.

Credit earned in correspondence work, extension work, and workshops may not be used to offset quality point deficiencies. In the case of workshops this regulation became effective as of September, 1950.

Transfer students must present transcripts showing an average of C. Transfer students having scholastic deficiencies must compensate for the deficiencies by earning additional quality points at Mississippi Southern College.

A student may not major or minor in a department in which he has earned fewer quality points than hours.

Junior college courses are numbered below one hundred. Senior college courses are numbered above one hundred. Junior college students are not permitted to register for senior college courses. Exception to this regulation may be made by special permission of the dean to students of sophomore classification who wish to register for professional courses in the senior college in order to qualify for a license to teach, and also to mature and experience teachers who have not met requirements for admission to the senior college. Senior college students may register for junior college courses. However, candidates for a degree must complete at least sixty-eight hours in senior college courses.

Since the policy of the college is to require evidence of ability to do independent work in a student's chosen field in the senior college division, juniors and seniors who register for courses numbered below one hundred in any department or division of the college except physical education, music, natural science, and practical and fine arts are expected to do some research type work in addition to the work regularly required of freshmen and sophomores in the same courses.

Hours in Courses Numbered Above One Hundred

Candidates for a degree are required to complete sixty-eight hours in courses numbered one hundred or above.

Scholarship Standards

It is necessary that students maintain a reasonable academic record to continue in college. The Scholarship Committee, which has the responsibility of determining whether or not students have met the minimum standards of the college, has set up the following scholastic standards as a guide in fulfilling its responsibility.

1. Students who earn seven hours and seven quality points will be readmitted.
2. Students who do not meet the aforementioned standard may be readmitted on academic probation if the Scholarship Committee finds that conditions justify such readmission. A student already on probation will be suspended from college for the next succeeding quarter if he does not meet the above minimum academic standards.
3. A student may remove himself from academic probation by earning a C average on a load of fifteen hours or more for two consecutive quarters provided his general average is C.

Approval of Faculty

After a student has met the scholarship requirements for a degree, the question of his graduation is submitted to a vote of the faculty. If a majority of the faculty votes favorably, the president is authorized to grant the degree.

Application for Degree

A student is expected to file an application for a degree at least three quarters before the degree is to be conferred. This application will show the work completed by the student and the proposed courses for the ensuing quarters. After it has been approved by the student's adviser, the registrar, and the dean, it becomes the official program of the student.

A student must pay at the time of the filing of his application for degree the seven-dollar degree fee. No application will be accepted until this fee has been paid.

An application for degree will not be accepted for any commencement later than the end of the seventh week of the quarter of the convocation at which the student expects to graduate.

HONORS

A student may earn a degree with honors or with highest honors. In order to win one of these awards, a student shall have had on the Mississippi Southern College campus not less than five quarters of work of not less than twelve quarter hours of credit in any quarter, and totaling in no case less than eighty hours of credit. In computing this residence requirement, a six-week term will be considered a half quarter when the load is six hours or more. Honors will be granted to students who maintain an honor-point average of 2.5 or more. Highest honors will be granted to students who maintain an honor-point average of 2.8 or more.

Second Bachelor's Degree

Mississippi Southern College will confer upon a candidate a second bachelor's degree based upon requirements imposed by the current catalog, provided the program of study for the second degree includes at least 48 quarter hours with 48 quality points.

Late Registration

A fee of two dollars is charged for late registration.

No student may enter after the first day of the third calendar week of any quarter. No student who enters after the first week may take more than twelve hours, but those entering any time during the first week may take a full load of sixteen hours, provided they make up the work missed.

Students registering for a half quarter may not register for a full load after the second day of the term. Seniors expecting to graduate at the end of a half quarter must register within the first two days of the term regardless of load.

Program Changes

Students who find that they are not prepared for courses for which they are registered may be allowed to withdraw on the recommendation of the adviser with the approval of the dean of the college or the dean of the Basic College. Students will not be permitted to withdraw from a course after the fourth week of a quarter. A fee of one dollar is required for a change in registration after the regular registration period.

Correspondence Work in Residence

Students will not be permitted to do correspondence study while in residence. Exceptions will be made to this regulation only in the case of graduating seniors.

Language Credit

Students are expected to complete a minimum of one year of work in a foreign language in order for the credit to be counted toward a degree. It is expected that as a normal policy students will complete two years of a foreign language.

Load of Work

The normal student load is twelve to eighteen quarter hours. Students who are listed on the honor roll will be permitted to take twenty quarter hours of work during the next quarter of attendance.

Seniors may take twenty quarter hours during any one of their last three quarters provided they made no grade lower than C during the previous quarter.

Students who have maintained a place on the honor roll for the two

preceding quarters of their residence are exempt from all load restrictions.

Dean's List

Students will be placed on the Dean's List if they have maintained a quality point ratio of 2.25 on an academic load of fifteen quarter hours or above, provided they have no grade of D or below. Being on the Dean's List carries with it certain academic and social privileges.

Absences

Students are expected to attend all classes regularly. When it is necessary for a student to be absent from classes, courtesy requires an explanation to the instructor in charge. Absences totaling more than one-third of the number of scheduled recitations will make it impossible to earn credit in any course.

Chapel Attendance

Freshman, sophomore, and juniors are required to attend chapel on Tuesday of each week. For each unexcused absence one quality point will be deducted from the student's record in the registrar's office.

Examinations

Examinations shall be held on the last two days of the fall, winter and spring quarters.

During each of the two terms of the summer quarter the last regularly scheduled meeting of a class shall be used for examination purposes.

No final examinations are permitted prior to the regular scheduled period .

A student who is absent from the examination without valid reason approved by the dean forfeits credit for the quarter. Students will be charged a fee of $1.00 for special examination unless excused by the dean.

At the end of their graduating quarter seniors are exempt from final examinations in those courses in which their class grade is B or above provided they have made an average of B or above in all academic work for each of the two preceding quarters.

Grading System

A —indicates very superior work.

B —indicates superior to average work.

C —indicates average work.

D —indicates inferior to average work.

E —indicates failure with condition. It becomes an F if the condition is not removed within the next twelve months, or, if the student is not in residence during the next twelve months, within the next quarter of attendance. An E grade cannot be raised higher than a D.

F —indicates failure without condition, necessitating repetition of the course.

I —indicates an incomplete record. An I becomes an F if the work is not completed within the next twelve months, or if the student is not in residence during the next twelve months, within the next quarter of attendance.

W—indicates withdrawal. No student will be allowed to withdraw from a course after the fourth week, except under unusual circumstances.

Definitions

The college session, beginning in September and ending in August, includes four quarters.

A quarter is twelve weeks in length.

A credit (called also quarter hour, or hour) measures college work and represents the credit received for the successful pursuit of the college subject for one quarter (twelve weeks), one 60-minute class period per week (laboratory subjects double length period). For example, a subject meeting four times a week for one quarter gives four credits. A credit is presumed to require from one and one-half to two hours, of preparation for each recitation. (For laboratory double-period, one-half to one hour of preparation.)

Course numbers have the following meaning:

Nos. 1- 49—First year courses—freshman

Nos. 50- 99—Second year courses—sophomore.

Nos. 100-149—Third year courses—junior

Nos. 150-299—Fourth year courses—senior

Nos. 400-799—Graduate courses.

Course numbers preceded by E indicate that the course was done in an extension center; those by C. through correspondence; and those by W, in an off-campus workshop.

Numbers followed by an s (as English 76s) indicate double courses which terminate in a half quarter. There are four-hour courses and meet twice a day.

Numbers followed by an x (as Government 105x) indicate double courses which terminate in a half quarter. These are two-hour courses meeting once a day.

A memorandum of credits is a statement showing the courses completed and credits earned by the student. Each student is entitled to one copy of his memorandum of credits and to have it posted and checked in the registrar's office at least once each session. A fee of fifty cents is charged for a second copy of this document.

A student is ranked as—

Freshman when he has fewer than 40 hours.

Sophomore when he has as many as 40 hours and fewer than 96 hours.

Junior when he has as many as 96 hours and fewer than 132 hours.

Senior when he has 132 or more hours.

Special student when his credentials for admission have not been received or when his work is of a irregular nature.

A student is ranked for the Selective Service at the end of the school year, that is, in June: (1) as a freshman if he has completed 55 hours or less; (2) as a sophomore, 56 hours to 105 hours; (3) as a junior, 106 hours to 155 hours; (4) as a senior, 156 hours or more.

THE DIVISION OF BIOLOGICAL SCIENCES

J. F. Walker, Chairman

Dr. Hefley Dr. Prince Mrs. Segars Mr. Varrelman Dr. Walker

The Division of Biological Sciences includes the fundamental courses in Biology as well as specliized courses in anatomy, bacteriology, botany, zooloy, and entomology. In 1947-48 additional biology laboratories were made available for this department and several thousand dollars were spent in the purchase of new and modern equipment.

A wide variety of courses may be selected to satisfy major and minor requirements in this field which will correspond to the special interests of individual students. Pre-professional students will be able to meet all pre-professional requirements in biology for medicine, dentistry, medical technology, forestry, sanitary inspectors, and other public health services. Correlation between modern health and physical education with biology is so close that majors in health and physical education are strongly urged to minor in biology.

The Division of Biological Sciences at Mississippi Southern has actively cooperated in the biological work offered at the Gulf Coast Research Laboratory in Ocean Springs, Mississippi. It is most advisable that all biology majors should plan to earn at least six quarter hours credit at the Gulf Coast Research Laboratory. This is not, however, a requirement for a major.

Natural groupings of the courses in biology offered at this college are listed below to facilitate the selection of major groups and especially to facilitate those with varied biological interests in selecting courses which satisfy their personal interest. Those interested in specialized fields of pre-professional work should find the groupings below helpful.

(a) Biology 37, 38, and 39—the basic course for all majors and pre-professional students.

(b) Zoology 142, 143, and 144. Zoology 167 or 190 may be substituted for 142.

(c) Biology 117, 118, 120, 139, 145, and 115.

(d) Biology 129, 136, and 182. For health majors only.

(e) Biology 140, 142, 152, 153, 157, 166, 167, and 182.

(f) Biology 190, 191, and 195, 196, 197.

All majors in biology are expected to take groups a and b. Those who plan to teach should also include in their major Biology 117, 118, and 120 which is a year's course in botany.

Students who are majoring in general science with the expectation of teaching in high school are required to take eighteen hours in biological sciences (including botany), eighteen hours in chemistry, and twelve hours in physics. These students may complete a major in biology by taking an additional eighteen hours in the field.

Pre-medical students must take groups a and b. It is strongly recommended that pre-medical students take Zoology 167 (Histology) in place of Zoology 142 of this group. Many medical schools recommend that the pre-medical students take Biology 140, 190 and 191.

Group a and c are recommended for those students who expect to enter agriculture, horticulture, or forestry.

Health and physical educations majors should take groups a and d.

Physical education majors who have or expect to take Health 166 should substitute Bacteriology 139 for Biology 136.

Biology majors are not allowed to count Biology 129 and 136 for major credit without special permission from their advisers, since these courses were designed primarily for specialized fields other than biology.

In addition to a major in biology students may take a major or minor from the additional subdivisions of biology by completing thirty-six hours for a major and twenty-eight hours for a minor from the courses listed under each of the following headings.

Botany

Biology 37, 38, and 39
Botany 117, 118, and 120
Genetics 140
Field Botany 152
Plant Physiology 193 and 194
Bacteriology 139 and 187
Applied Bacteriology 145
Ecology 195, 196, and 197

Zoology

Biology 37, 38, and 39
Protozoology 142
Comparative Anatomy 143 and 144
Histology 167
Invertebrate Zoology 150
Entomology 115 or Marine Invertebrate Zoology 153
Embryology 190 and 191
Ecology 195, 196, and 197

Microbiology

Biology 37, 38, and 39
Botany 117 and 118
Bacteriology 139, 145, and 187
Microscopic Technique 166
Histology 167
Marine and Fresh Water Algae 157
Protozoology 42
Embryology 190 and 191

Curriculum leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
MAJOR IN BIOLOGY
and
MINOR IN BOTANY

Freshman Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 37	4	Biology 38	4	Biology 39	4
English 25	4	English 26	4	English 27	4
Math. 31	4	Math. 32	4	Math. 35	4
Health 79	4	Speech 31	4	Pol. Sci. 25	4
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
	17		17		17

Sophomore Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 142	4	Biology 143	4	Biology 144	4
Soph. Lit.	4	Soph. Lit.	4	Psychology 65	4
History 27	4	History 28	4	Soc., Ec., or Geog.	4
Chemistry 25	4	Chemistry 26	4	Chemistry 27	4
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
	17		17		17

Junior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 166 or 190	4	Biology 167 or 191	4	Biology 140	4
Biology 117	4	Biology 118	4	Biology 120	4
Health 125	4	Elective	8	Biology 101	4
Elective	4			Elective	4
	16		16		16

Senior Year

Biology 139	4	Winter	Hrs.	Spring	Hrs.
Fall	Hrs.	Biology 193	4	Biology 194	4
Biology 195	4	Biology 196	4	Biology 189	4
Elective	8	Elective	8	Elective	8
	16		16		16

Curriculum leading to
BACHELOR OF SCIENCE DEGREE
(Non-professional)
Recommended for
BIOLOGY MAJOR
CHEMISTRY, GEOLOGY, OR PHYSICS MINOR

Freshman Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 37	4	Biology 38	4	Biology 39	4
English 25	4	English 26	4	English 27	4
Math. 31	4	Math. 32	4	Math. 35	4
Health 79	4	Speech 31	4	Soc. Studies	4
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
	17		17		17

Sophomore Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology	4	Biology	4	Biology	4
Soph. Lit.	4	Soph. Lit.	4	Psychology 65	4
History 27	4	History 28	4	Soc. Studies	4
Chem., Geol., Physics	4	Chem., Geol., Physics	4	Chem., Geol., Physics	4
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
	17		17		17

Junior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology	4	Biology	4	Biology 140	4
Chem., Geol., Physics	4	Chem., Geol., Physics	4	Chem., Geol., Physics	4
Health 125	4	Psychology	4	Elective	8
Elective	4	Elective	4		
	16		16		16

Summer—6 weeks at Gulf Coast Research Laboratory—Recommended Biology 153, 152, 157, or 156—6 hours.

Senior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Chem., Geol., Physics	4	Chem., Geol., Physics	4	Chem., Geol., Physics	4
Philosophy 100	4	Philosophy 101	4	Elective	12
Elective	8	Elective	8		
	16		16		16

Curriculum leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
GAME AND FISH WORKERS

Freshman Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 37	4	Biology 38	4	Biology 39	4
English 25	4	English 26	4	English 27	4
Math. 31	4	Math. 32	4	Math. 35	4
Health 79	4	Speech 31	4	Pol. Sci. 25	4
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
	17		17		17

Sophomore Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 142	4	Biology 139	4	Biology 65	4
Soph. Lit.	4	Soph. Lit.	4	Psychology 65	4
History 27	4	History 28	4	Sociology 65	4
Geology 41	4	Geology 42	4	Inv. Zoology 102	4
Phys. Ed.	1	Phys. Ed.	1	Phys. Ed.	1
	17		17		17

Junior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 117	4	Biology 118	4	Biology 120	4
Chemistry 25	4	Chemistry 26	4	Chemistry 27	4
Biology 65	4	Biology 115	4	Biology 140	4
Geology 119	4	Geology 121	4	Geology 156	4
	16		16		16

One-half Summer at Gulf Coast Research Laboratory—
Biology 153 or 156—6 hours.

Senior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 195	4	Biology 196	4	Biology 146	4
Geology 191	4	Health 125	4	Elective	12
Elective	8	Elective	8		
	16		16		16

GENERAL COURSES

22—Survey of Biological Sciences. Four hours.

Students who began their work at Mississippi Southern after September of 1951 will not be allowed to take this course. It is open only for advanced students who, because of the short time remaining for completion of their degree requirements, will be unable to take the new core requirements in biology. The protoplasmic and cell concepts are treated with detailed study. This is followd by the study of the structure of plants and the functions of the parts of plant bodies. The digestive, respiratory, excretory, nervous, muscular, and endrocrine systems are studied in some detail. Theories of creation and other biological problems are considered.

37—Biology. Four hours.

Two theory periods, and two two-hour laboratory periods each week.

This course and Biology 38 which follows constitute the general core requirement in the biological sciences. All students completing this course are urged to continue with Biology 39. Those who do this will be able to meet the requirements for a major in biology by completing two additional full years courses in biological sciences. The major principles of biology will be dealt with. The protoplasmic concept, cell theory, tissues, elementary embryology, and survey of the animal phyla are considered. Representative invertebrates will be studied in the laboratory.

38—Biology. Four hours.

Two theory periods, and two two-hour laboratory periods each week.

A continuation of Biology 37. The systems such as respiratory, circulatory, reproductive, etc., of vertebrates and invertebrates will be considered.

39—Biology. Four hours.

Prerequisite: Biology 38.

Two theory periods, and two two-hour laboratory periods each week.

A continuation of Biology 38. A study of the principles of genetics and evolution. In the laboratory, a study of representative vertebrates.

199—**History of Biology.** Four hours.

Lectures and readings concerning the development and organization of the biological sciences, the development of biological principles and theories will be emphasized. For seniors and graduate students only.

ZOOLOGY

65—**Invertebrate Field Zoology.** Four hours.

Prerequisite: Biology 37, 38, 39.

The collection, identification and preservation of terrestrial invertebrates, exclusive of the insects. Distribution of organisms according to natural communities, and elementary zoogeographical problems.

66—**Field Zoology.—Herpetology.** Four hours.

Prerequisite: Biology 37, 38, 39.

The collection, identification, and preservation of the vertebrates exclusive of birds and larger mammals. Method of cataloging and labeling collections. Elementary faunistic problems.

102—**Invertebrate Zoology.** Four hours.

Prerequisite: Geology 41 and 42.

For Geology majors. This course may not be taken for credit towards a major in Biology. A study of morphology of the invertebrates will be made with special reference to fossil producing forms. Four hours laboratory and two hours lecture per week.

115—**Entomology.** Four hours.

Prerequisite: Biology 37, 38, 39.

This course is designed as an elementary study of the principal groups of insects. Life habits, structual adaptations, life histories, natural habitats, classifications and the economic importance of certain species will be considered.

140—**Genetics.** Four hours.

Prerequisite: Biology 37, 38, and preferably 39

The fundamental principles of heredity.

142—**Protozoology.** Four hours.

Prerequisite: Biology 37, 38, and 39.

Two theory periods, and two two-hour laboratory periods each week.

A study of parasitic and free-living protozoa, life histories and anatomy of typical forms. Vital stains and permanent mounts are utilized, and some permanent mounts are ordinarily made.

143—**Comparative Anatomy.** Four hours.

Prerequisite: Biology 37, 38, and 39.

Two theory periods, and two two-hour laboratory periods each week.

Comparative anatomy of chordates. The lower chordates through the dogfish will be studied in the laboratory. No credit allowed for this course unless Biology 144 is completed.

144—**Comparative Anatomy.** Four hours.

Prerequisite: Zoology 143.

Two theory periods, and two two-hour laboratory periods each week.

A continuation of Biology 143. Laboratory work devoted to the study of the turtle and the cat.

146—**Parasitology.** Four hours.

Prerequisite: Biology 39.

The epidemiology, morphology and importance of animal parasites, with emphasis on those affecting man.

153—**Marine Invertebrate Zoology.** Nine quarter hours.

Taught at Gulf Coast Research Laboratory. This course will consist of the classification, distribution, life histories and economic importance of species peculiar to the coastal regions of Mississippi, with special reference to ecological relationships. The course will be based primarily upon living material collected in the field from marine, fresh water, and terrestrial habitats. The class will prepare records and learn to use keys for the identification of the regional fauna. Fee—$36.00.

156—**Fishes of the Gulf.** Six hours.

Prerequisite: Junior standing or eighteen quarter hours of zoology.

An introduction to the study of fishes, including morphology, taxonomy, embryology, natural history, priciples and techniques of conservation. Commercially important groups of fishes are collected and studied. Population studies are also conducted along with ecological surveys. Fee—$36.00.

158—**Comparative Physiology of Marine Animals.** Four and one-half hours. Taught at Gulf Coast Research Laboratory.

Prerequisites: General Biology and General Chemistry.

Lectures and laboratory experimentation of fundamental physiological priciples, using marine organisms. Fee—$25.00.

159—**Parasitology of Marine Animals.** Four and one-half quarter hours.

Prerequisite: Twenty-four quarter hours of Biology. Taught at Gulf Coast Research Laboratory.

Laboratory and field study of the great variety of parasites found in marine fishes and invertebrates. Fee—$25.00.

160—**Marine Coastal Ecology.** Four and one-half quarter hours.

Prerequisite: Two years of Zoology and one year of Botany. Taught at Gulf Coast Research Laboratory.

A field and laboratory study of the relation of marine coastal organisms to their environment, and the interrelationship of different species. Fee—$18.00.

166—**Microtechnique.** Four hours.

Prerequisite: Biology 37, 38, and 39.

Techniques for preparing microscopic slides. Open to juniors and seniors and others by special permission. One hour lecture and six hours laboratory per week .

167—**Histology.** Four hours.

Prerequisite: Biology 37, 38, and 39.

Three lecture periods and one two-hour laboratory period each week.

Microscopic anatomy for general students. Recommended for hospital technicians, nurses and biology majors.

168a, b, c—**Biological Problems.** Two hours each.

This is a course in special techniques designed for majors in their senior year who may need some basic biological technique as a tool for future research. The student will be expected to do inidvidual work after advisement with instructor in charge. This course will be given only by special permission to hardship cases.

190—**Embryology.** Four hours.

Prerequisite: Biology 37, 38, 39, 143, 144.

Two theory periods, and two two-hour laboratory periods each week.

The embryological development of vertebrates, especially the frog, will be studied. Maturation, fertilization, cleavage, origin and development of germ layers, histogenesis, and organogenesis are considered. Strongly recommended for majors.

191—**Embryology.** Four hours.

Prerequisite: Embryology 190.

Two theory periods, and two two-hour laboratory periods each week.

A continuation of Embryology 190. The embryological development of vertebrates, especially the chick and the pig, will be studied. Histogenesis and organogenesis of the chick, pig, and human are considered.

195—**Ecology.** Four hours.

Prerequisite. Biology 39, one year of chemistry, a course in physics, and Zoology 142. Botany 120 strongly recommended.

Two hours lecture and four hours laboratory per week.

The relationships of organisms to the environment. The study of natural biotic communities.

196—**Ecology.** Four hours.

Prerequisite: Ecology 195.

Two hours lecture and four hours laboratory per week.

A continuation of Ecology 195 with emphasis upon the dynamics of the biotic community.

197—**Ecology.** Four hours.

Prerequisite: Ecology 196.

One hour lecture and a minimum of six hours laboratory per week.

Special field and laboratory problems in beginning ecological research under direction. Seniors only. Juniors by special permission.

198—**Limnology.** Four hours.

Prerequisite: Biology 39, 142 and 150. 195 and 196 strongly recommended. Junior standing and permission.

A study of the physical, chemical, and biological conditions in lakes, ponds, and streams. Lectures, laboratories, and field trips. Spring quarter.

BOTANY

40—**General Botany.** Four hours.

Anatomy, physiology and reproduction of major plant groupings, with emphasis on problems in the basic plant sciences. An introduction to cellular physiology and structure; also an introduction to taxonomy and taxonomic systems.

101—**Economic Botany.** Four hours.

Prerequisite: Botany 40 or its equivalent.

A study of plants of economic importance to man which would include plants that are used for timber, cereal grains, fruits, gums and reisens, spices, drugs, etc.

117—**Botany.** Four hours.

Two theory periods, and two two-hour laboratory periods each week.

A study of gross and microscopic structures, physiology, life cycles, and economic significance of the Thallophytes.

118—**Botany.** Four hours.

Prerequisite: Botany 117.

Two theory periods, and two two-hour laboratory periods each week.

A study of the Bryophytes and Pteridophytes.

120—**Taxonomy of Higher Plants.** Four hours.

Prerequisites: Botany 117 and 118.

Two theory periods, and two two-hour laboratory periods each week.

A study of the classification of both wild and cultivated seed plants, including theoretical, laboratory and field work.

139—**Bacteriology.** Four hours.

Prerequisites: Biology 37, 38, and 39, except for students majoring in home economics.

Two theory periods, and two two-hour laboratory periods each week.

A general course in bacteriology dealing with fundamental principles, morphological and cultural characteristics of several forms. Protozoa, molds, and yeasts are also considered.

145—**Applied Bacteriology.** Four hours.

Prerequisite: Bacteriology 139.

Two theory periods, and two two-hour laboratory periods each week.

A course supplementing Bacteriology 139. Emphasis is placed upon some of the less elementary bacteriology techniques in common laboratory use and upon an introduction of the types of techniques employed in laboratory diagnostics.

152—**Taxonomy of Flowering Plants of Coastal Plains.** Six hours.

Taught at Gulf Coast Research Laboratory. A study of some typical areas of the coastal plain, an island, and the marsh flora, will be made. Field trips will be conducted daily except Sunday. Plants will be collected, identified, and preserved in herbaria. These will become the property of the collector. Plant presses, herbarium paper, and other laboratory equipment necessary for the proper conduction of the course will be supplied. Fee—$25.00.

157—**Marine and Fresh Water Algae.** Three hours.

Prerequisites: General Botany and Plant Taxonomy.

A morphological, systematic, and physiological study of the representative algae flora of the laboratory area. Field and laboratory studies. Fee—$15.00.

Prerequisite: Biology 139.

170—**Plant Geography.** Four hours.

Prerequisites: Botany 40 and 120.

This course is designed to acquaint the student with the distribution, both in time and space, of the major groupings of vascular plants. The emphasis is placed on the present distribution of the families, genera and species of flowering plants. Four theory periods per week.

187—**Bacteriology.** Four hours.

Four lectures per week.

A course supplementing Bacteriology 139, with special emphasis on molds, yeasts, and bacteria associated with disease.

193—**Plant Physiology.** Four hours.

Prerequisite: General Botany (Botany 40 or its equivalent).

General and organic chemistry are desired. This course is designed to acquaint the student with the basic physiological processes of the green plants. Two theory and two laboratory periods per week. The greenhouse will be used extensively in the conduction of the laboratory.

194—**Plant Physiology.** Four hours.

A continuation of Biology 193.

ANATOMY AND PHYSIOLOGY

119—**Alcohol Studies.** Two hours.

The application of scientific findings to the solution of a social problem. This course will follow, in general, the subject matter as presented by the Yale University Summer School on Alcohol Studies.

129—**Physiology.** Four hours.

A study of the general physiology of the human body. Stress is placed upon the facts of physiology in their relation to the interpretation of diseases. It is recommended that a quarter each of general chemistry and general biology precede this course. Three lectures and one two-hour laboratory period each week.

136—**Human Anatomy.** Four hours.

Prerequisite: One quarter of general biology is highly recommended.

A study of the structure of the human body. Designed as a first course in human anatomy. Four lectures per week.

136N—**Anatomy.** Four hours.

Three theory periods and one two-hour laboratory period each week.

A study of anatomy designed especially to meet nursing requirements. Closed to regular students.

182—**Kinesiology.** Four hours.

Prerequisites: Biology 37, 38, 39, and Biology 136 or Health 166.

The study and analysis of the movement of the human body. A careful study is made of the principal bones and muscles of the body in relation to their contributions to support and motion of the body segments. Designed primarily for majors in health and physical education. Four lectures per week.

Biology 188—**Techniques in Teaching Biology.** Nine hours.

Prerequisites: 18 quarter hours and junior or senior standing. Taught at Gulf Coast Research Laboratory.

Methods for teaching biology to high school students with emphasis on the preparation and care of specimens, herbaria, museum materials, injection of animals, care of aquaria, preparation of cultures of micro-organisms, elements of slide making and plastic mounts. This course should be valuable to high school science teachers and those preparing to teach. There will be opportunity during the course to collect representative specimens for high use. Fee—$36.00.

DIVISION OF COMMERCE

J. A. Greene, Jr., Chairman

The continuing aim of the Division of Commerce is to train young men and women to enter the business world and high school teaching positions better prepared for success than those who preceded them. This training includes liberal arts courses for their cultural background, general business courses for an over-all knowledge of business enterprise, economics courses for an understanding of the economy in which they live, management courses to help them manage other people if the occasion arises, and the specialized courses in which they are particularly interested.

For specialization the Division of Commerce offers under the departments of accounting, business education, business administration, economics and marketing the following majors: business education, designed to qualify students to become teachers of business in high school; business administration, designed to qualify young men and women for positions of leadership in the business and commercial world; marketing, intended to qualify individuals to manage their own businesses or secure positions leading to managerships of large units of chain or department stores; office management, designed to train young men and women in the principles of office management to enable them to manage their own offices, secure positions as managers of small offices, or employment in large offices leading to positions of office managers; personnel management, designed to train young men and women in the techniques of personnel administration; secretarial studies, intended to train men and women to enter and take positions of responsibility and leardership as stenographers and secretaries; accounting, intended to qualify students to be business or public accountants; economics, intended to give students a basic foundation in economic theory and qualify them to enter business and governmental pursuits or enter a graduate school of economics and business administration; foreign trade, intended to qualify students to secure positions with exporting corporations or the government, either here or abroad.

In addition to these varied fields of specialization a student in the field of business administration may take his major with special emphasis on general business administration, banking and finance, insurance or small business; the student in accounting may concentrate upon general, industrial or public accounting; the student in marketing may choose general marketing, retailing specialization, sales and sales management, or advertising. For the students who are specializing in the field of secretarial studies but who do not want to spend four years in getting their degrees, a special two-year curriculum in secretarial training is offered.

The following curricula are designed to incorporate the core curriculum of the college, the specific requirements of the Division of Commerce and a selection of courses which gives a student a major in one of the commerce fields. Substitutions may be made by the adviser or chairman of the division when necessary and advisable. Transfer students from other colleges may be excused from Business Administration 40, Business Education 35 or 36, and English 62 if their graduation is unduly postponed by taking them. This, however, is at the discretion of their adviser or the chairman of the division.

ACCOUNTING

In recent years due to taxation, governmental regulation, and the necessity for business to have adequate accounting records and information to meet competition there has been a tremendous increase in the demand for accountants. The demand for the general accountant has been supplemented by the demand for the specialist. The accounting curriculum provides for

the supply of both types by providing programs with emphasis on industrial accounting and public accounting as well as the general accounting program.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for the
ACCOUNTING MAJOR

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
Speech 31	4
Physical Education Activity Courses or Military Science	3
History 27, 28—World Civilization	8
Business Administration 40—Introduction to Business	4
Mathematics 21—Basic Mathematics	4
Business Education 35 or 36—Typewriting	4
A year of a laboratory science	12
	51

Sophomore Year

Sophomore Literature	8
Physical Education Activity Courses or Military Science	3
Mathematics 31—College Algebra	4
Economics 55 and 56—Principles of Economics	8
Accounting 71, 72, and 73—Principles of Accounting	12
Mathematics 60—Mathematics of Finance	4
Psychology 65—General Psychology	4
English 62—Business English	4
Government 25—American Government or equivalent	4
	51

Junior and Senior Years

Health or Physical Education—Health 79 and four additional hours selected from either field	8

General Accounting

The curriculum in general accounting is designed to meet the needs of a business whether it be retailing, wholesaling, manufacturing or selling. Success of a business, in many cases, depends upon intelligent use of accounting statements and reports. This curriculum gives the student an understanding of the principles and practices of business control by teaching the student how to prepare essential records and reports required for management decision.

Major Requirements—General Accounting Emphasis		36
Accounting 100—Intermediate Accounting	4	
Accounting 121—Advanced Accounting	4	
Accounting 121a—Advanced Accounting II	4	
Accounting 122—Federal Income Tax Accounting	4	
Accounting 123—Cost Accounting	4	
Accounting 128—Internal Auditing for Management	4	
Accounting 172—Municipal Accounting	4	
Accounting 173—Budgeting	4	
Accounting 174—Accounting Systems	4	
Electives and minor		46
		192

Industrial Accounting

The industrial accounting curriculum prepares a student for a position as cost accountant, internal auditor, or controller of an industrial concern. It trains the student to be a specialist in the preparation and interpretation of the budget and in the internal control of the firm's assets by teaching how to record and interpret elements of costs.

Major Requirements—Industrial Accounting Emphasis		36
Accounting 100—Intermediate Accounting	4	
Accounting 121—Advanced Accounting	4	
Accounting 121a—Advanced Accounting II	4	
Accounting 122—Federal Income Tax Accounting	4	
Accounting 123—Cost Accounting	4	
Accounting 123a—Advanced Cost Accounting	4	
Accounting 128—Internal Auditing for Management	4	
Accounting 173—Budgeting	4	
Accounting 174—Accounting Systems	4	
Electives and minor		46
		192

Public Accounting

Public accounting includes the fields of auditing, system installations, federal and state taxation and governmental accounting. The courses outlined for public accounting have been chosen to provide a broad academic training which is believed essential to the needs of the public accounting profession. For those who plan to sit for the C.P.A. examination, additional courses are recommended which are designed specifically to assist the student to prepare for the examination and may be selected as electives with consent of the adviser.

Major Requirements—Public Accounting Emphasis		36
Accounting 100—Intermediate Accounting	4	
Accounting 121—Advanced Accounting	4	
Accounting 121a—Advanced Accounting II	4	
Accounting 122—Federal Income Tax Accounting	4	
Accounting 122a—Advanced Federal Income Tax Accounting	4	
Accounting 123—Cost Accounting	4	
Accounting 124—Auditing	4	
Accounting 124a—Advanced Auditing	4	
Accounting 172—Municipal Accounting	4	
Electives and minor		46
		192

*The following courses are recommended and may be chosen as electives, with the consent of the adviser, for those who plan to sit for the Uniform Certified Public Accountants' examination: Accounting 171, 174, 175, 176, 177, 178.

BUSINESS ADMINISTRATION

For a man to succeed in business today, he needs as much preparation as possible. This is true whether he intends to own his own business or work for some company. Other than a few specialized courses in the field, business administration courses give the student the broad knowledge of the business and economic world necessary to prepare him for the vast majority of positions open to the graduating student which do not require intense specialization.

To offer some degree of specialization where the student has a definite objective in mind, the department offers major emphasis in banking and

finance, insurance, and small business as well as the general program. Any student securing a major in Business Administration must take the basic two-year program and then choose his field of specialization or the general program. Also, a separate curriculum with a major in Personnel Management is offered for those who intend to pursue this management phase in business.

The student who is majoring in another field but wishes to minor in business administration should take: Accounting 71 and 72 in addition to any five advanced courses in business administration or Marketing 130 or Economics 133. The recommended minor in personnel management consists of Accounting 71 and 72 or Economics 55 and 56 and five courses selected from the personnel management curriculum.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
BUSINESS ADMINISTRATION MAJOR

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
History 27, 28—World Civilization	8
Speech 31	4
Physical Education Activity Courses or Military Science	3
Mathematics 21 or 31—College Arithmetic or Algebra	4
Business Administration 40—Introduction to Business	4
Business Education 35 or 36—Typewriting	4
A year of a laboratory science	12
	51

Sophomore Year

Sophomore Literature	8
Health 79—Personal Hygiene	4
Economics 55 and 56—Principles of Economics	8
Accounting 71, 72, and 73—Principles of Accounting	12
Physical Education Activity Courses or Military Science	3
Psychology 65—Elementary Psychology	4
Mathematics 60 or 120—Mathematics of Finance or Statistics	4
English 62—Business English	4
Social Studies—To be selected from the fields of government, sociology, or geography	4
	51

Junior and Senior Years

Health or Physical Education—Four hours selected from either field	4

General Business

This curriculum is designed for the student who wishes a broad background in business fundamentals without specialization in a particular field of business.

Major Requirements—General Business Emphasis		36
Marketing 130—Principles of Marketing	4	
Economics 133—Money and Banking	4	
Business Administration 140—Business Organization	4	
Business Administration 166, 167—Business Law	8	
Business Administration 182—Personnel Management	4	

Twelve hours to be selected from advanced courses in Business Administration, Accounting, or Economics, with consent of adviser	12	
Electives and minor		50
		192

Banking and Finance

This curriculum is designed for those students who plan to go into commercial or investment banking or into other types of financial institutions. It is also a good curriculum for the business student who is particularly interested in the financial field whether he intends to enter financial institutions or not.

Major Requirements—Banking and Finance Emphasis		36
Economics 129—Public Finance	4	
Economics 133—Money and Banking	4	
Business Administration 144—Bank Administration	4	
Business Administration 166, 167—Business Law	8	
Business Administration 189—Corporation Finance	4	
Business Administration 194—Investment Finance	4	
Eight hours to be selected from advanced courses in Business Administration or Economics with consent of adviser	8	
Electives and minor		50
		192

Small Business

This curriculum is designed to enable a student to better organize and operate a new small business or operate a small established business.

Major Requirements—Small Business Emphasis		36
Business Administration 132—General Insurance	4	
Business Administration 166, 167—Business Law	8	
Business Administration 182—Personnel Management	4	
Business Administration 185a—Principles of Small Business Organization	4	
Business Administration 185b—Problems of Small Business	4	
Twelve hours to be selected from advanced courses in Business Administration or Marketing with consent of adviser	12	
Electives and minor (Marketing preferred)		50
		192

Insurance

This curriculum is designed to prepare students for a career in the field of insurance. It is also useful for those entering other business careers where an ample background of detailed knowledge of insurance is necessary. Emphasis is equalized between the fields of life insurance and property insurance.

Major Requirements—Insurance Emphasis		36
Business Administration 131—Life Insurance I	4	
Business Administration 132—General Insurance I	4	
Business Administration 141—Life Insurance II	2	
Business Administration 142—General Insurance II	2	
Business Administration 166, 167—Business Law	8	
Marketing 134—Salesmanship	4	
Twelve hours to be selected from advanced courses in Business Administration or Economics with consent of adviser	12	
Electives and minor		50
		192

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
PERSONNEL MANAGEMENT MAJOR

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
History 27, 28—World Civilization	8
Speech 31	4
Physical Education Activity Courses or Military Science	3
Mathematics 31—Algebra	4
Business Administration 40—Introduction to Business	4
Business Education 35 or 36—Typewriting	4
A year of a laboratory science	12
	51

Sophomore Year

Sophomore Literature	8
Economics 55 and 56—Principles of Economics	8
Accounting 71, 72, and 73—Principles of Accounting	12
Physical Education Activity Courses or Military Science	3
Psychology 65—General Psychology	4
English 62—Business English	4
Sociology 63—Introduction to Sociology	4
Health 79 and four hours from Health or Physical Education	8

Junior and Senior Years

Major Requirements:

Psychology 129—Applied Psychology	4
Psychology 149—Industrial Psychology	4
Mathematics 120—Elementary Statistics	4
Economics 127—Labor Problems	4
Business Administration 182—Personnel Management	4
Business Adminitsartion 183—Industrial Management	4
Twelve hours to be chosen from Economics 105, 106; Business Education 160; Psychology 198; Business Administration 140, 143	12
Electives and minor	54
	192

BUSINESS EDUCATION

The business education curriculum is the one within the Division of Commerce that qualifies the student to teach business education courses in our secondary schools. For that reason it must prescribe a rather rigid schedule of core courses and courses from the Divisions of Commerce and Education. The curriculum is actually followed by many students who have not decided whether they shall teach or go into business, hence, many of the graduates in the field may be found in the offices of businesses throughout the South.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
BUSINESS EDUCATION MAJORS

Freshman Year

	Hours
English 25, 26, 27	12
Biology 37 and 38	8
Physical Science (May include four hours in mathematics)	8
History 27, 28—World Civilization	8
Physical Education Activity Courses or Military Science	3
Mathematics 21 or 31—Basic Mathematics or Algebra	4
Speech 31	4
	47

Sophomore Year

Sophomore Literature	8
Economics 55 and 56—Principles of Economics	8
Psychology 65—General Psychology	4
Business Education 35, 36, or 37—Typewriting	8
Physical Education Activity Courses or Military Science	3
Business Education 66, 67, 68, or 114—Shorthand	12
Accounting 71, 72, and 73—Principles of Accounting	12
	55

Junior and Senior Years

Health 79 (required) and one elective from Health or Physical Education	8
English 62—Business English	4
Social Studies—Chosen from geography, government, or sociology	4
Fine Arts	4
Business Education 118—Office Practices	4
Business Education 150—Office Appliances	4
Business Administration 166—Business Law	4
Business Education 101-102	4
Economics 107—Economics of Consumption	4
Marketing 130—Principles of Marketing	4
Business Administration 140—Business Organization and Finance	4
	48

Professional

Education 20 or equivalent	4
*Psychology 119—Educational Psychology	4
*Education 113—Principles of High School Teaching	4
Education 169—Tests and Measurements	4
*Business Education 125—Methods and Materials	4
*Education 185-186—Directed Teaching	10
Psychology 132—Psychology of Adolescence and Personality Development	4
Electives in Education—116, 128, 136, 162	4
	38
Electives sufficient to make a total of 192 hours	188

*Specific requirements by the State Department of Education

OFFICE MANAGEMENT

Office management is a major designed for those boys and girls who expect to enter a business office after graduation with the idea of advancing to the position of office manager. To accomplish its purpose the major consists of a combination of skilled courses in business education, general business, administration, management courses, and psychology courses dealing with the handling of people. Girls taking this major are also encouraged to take shorthand.

A student majoring in another field who desires to minor in office management should take: Accounting 71, 72; Business Administration 182; Psychology 129; Business Education 118, 150, 160.

Curriculum Leading to BACHELOR OF SCIENCE DEGREE Recommended for OFFICE MANAGEMENT MAJOR

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
History 27, 28—World Civilization	8
Speech 31	4
Physical Education Activity Courses or Military Science	3
Mathematics 21 or 31—Basic Mathematics or Algebra	4
Business Administration 40—Introduction to Business	4
Business Education 35 or 36—Typewriting	4
A year of a laboratory science	12
	51

Sophomore Year

Sophomore Literature	8
Business Education 37—Typewriting	4
Economics 55 and 56—Principles of Economics	8
Accounting 71, 72, and 73—Principles of Accounting	12
Physical Education Activity Courses or Military Science	3
Psychology 65—General Psychology	4
Health 79—Personal Health	4
English 62—Business English	4
Social Studies—To be selected from the fields of government, sociology, or geography	4
	51

Junior and Senior Years

Health or Physical Education—Four hours selected from either field		4
Major Requirements		36
Mathematics 120—Elementary Statistics	4	
Psychology 129—Applied Psychology	4	
Business Administration 140—Business Organization	4	
Business Administration 182—Personnel Management	4	
Business Education 101—Records Management	2	
Business Education 102—Office Etiquette and Typewriting	2	
Business Education 118—Office Practices and Procedures	4	
Business Education 150—Office Machine	4	
Business Education 160—Office Management	4	
One course to be selected from: Business Administration 143—Business Statistics, Business Administration 166—Business Law, Psychology 149—Industrial Psychology	4	
Electives and minor		50
		192

SECRETARIAL STUDIES

Business men and professional men prefer college-trained secretaries who have a background of general knowledge and cultural training. The curriculum outlined below is designed to give the students this broad general knowledge which is needed plus sufficient specialized courses to make them competent in that field.

A student majoring in another field who wishes to minor in secretarial studies should take twelve hours in typewriting, twelve hours in shorthand, and twelve hours in advanced business education courses. High school courses taken in typewriting and shorthand will reduce the number of required hours.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
SECRETARIAL STUDIES MAJOR

Freshman Year

	Hours
English 25, 26, 27	12
History 27, 28—World Civilization	8
Speech 31	4
Physical Education Activity Courses or Military Science	3
Mathematics 21 or 31—Basic Mathematics or Algebra	4
Business Administration 40—Introduction to Business	4
Business Education 35 or 36—Typewriting	4
A year of a laboratory science	12
	51

Sophomore Year

Sophomore Literature	8
Business Education 37—Typewriting	4
Economics 55 and 56—Principles of Economics	8
Accounting 71 and 72—Principles of Accounting	8
Physical Education Activity Courses or Military Science	3
Psychology 65—General Psychology	4
English 62—Business English	4
Health 79—Personal Health	4
Elective in Mathematics	4
Social Studies—To be selected from the fields of government, sociology, or geography	4
	51

Junior and Senior Years

Health or Physical Education—Four hours selected from either field		4
Major Requirements		36
Business Education 66, 67, 68, 114, or 115—Shorthand	4	
Business Education 101-102—Records, management, filing, office etiquette and typewriting problems	4	
Business Education 118—Office Practice and Procedure	4	
Business Education 150—Office Appliances	4	
Twelve hours to be selected from	12	
Business Education 114, 115, 160; Business Administration 140; Marketing 134; Accounting 100; Economics 133		
Electives and minor		50
		192

*A minor in English is strongly recommended.

SECRETARIAL TRAINING

This two-year curriculum in secretarial training is designed for those students who feel they cannot attend college for four years and yet wish the specialized training. The courses may be applied toward a Bachelor of Science degree in business education or secretarial studies. However, if the student terminates the program after completing this curriculum, he will be given a certificate showing he has gained proficiency in the field of secretarial training.

Recommended Two-Year Curriculum
For Certificate of Achievement in
SECRETARIAL TRAINING

	Hours	
Required Courses—General Education:		
English 25, 26, 27—English Composition	12	
Speech 31	4	
Mathematics 21—Basic Mathematics	4	
Psychology 65—General Psychology	4	
Government 25—American Government, or History 27 or History 28—World Civilization	4	
Physical Education—Activity Courses	6	
		34
Required Courses—Commerce:		
Business Education 35, 36, or 37*	8	
Business Administration 40—Introduction to Business	4	
Economics 55—Principles of Economics	4	
English 62—Business English	4	
Business Education 66, 67, 68, or 114*	12	
Accounting 71, 72, or equivalent—Principles of Accounting	8	
Business Education 101-102	4	
Business Education 118—Office Practice and Procedure	4	
Business Education 150—Office Appliances	4	
		52
Electives: Three courses to be chosen from the following:		
Economics 56—Principles of Economics	4	
Business Education 114—Dictation and Transcription (if this has not been taken as a required course)	4	
Business Education 115—Advanced Dictation and Transcription	4	
Economics 107—Economics of Consumption	4	
Economics 133—Money and Banking	4	
Marketing 134—Salesmanship	4	
Marketing 135—Principles of Retailing	4	
Business Administration 140—Business Organization and Finance	4	
Business Education 160—Office Management	4	
Business Administration 166—Business Law I	4	
		12
		98

*If the student has had typewriting in high school, he will start with Business Education 36. If he has had shorthand in high school, he will start with Business Education 67.

ECONOMICS

The curriculum in economics is intended to prepare the student for many positions in business or government or give him the background necessary for further study in a graduate school. Just as important, for the non-major the courses in economics have become popular as the basis of a minor or as electives, for they add greatly to one's understanding of the social and economic environment in which he lives thereby making him a better citizen as well as a better informed businessman.

The curriculum in foreign trade is designed to train young men and women for responsible positions with exporting or importing companies, here and abroad, or with the government. It is offered in cooperation with the Latin-American Institute on the campus and the Division of Social Studies.

For the student who is majoring in some other field, the recommended minor in economics consists of Economics 55, 56, 133, 169 or 180, and three other advanced courses in the field. There is no minor in foreign trade.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE*
Recommended for
ECONOMICS MAJOR

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
History 27, 28—World Civilization	8
Speech 31	4
Physical Education Activity Courses or Military Science	3
Mathematics 31—Algebra	4
Business Administration 40—Introduction to Business	4
Business Education 35 or 36—Typewriting	4
A year of a laboratory science	12
	51

Sophomore Year

Sophomore Literature	8
Accounting 71 and 72—Principles of Accounting	8
Economics 55 and 56—Principles of Economics	8
Physical Education Activity Courses or Military Science	3
Psychology 65—General Psychology	4
English 62—Business English	4
Social Studies—To be selected from two of the following fields: government, sociology, or geography	8
Health 79 and four hours from Health or Physical Education	8
	51

Junior and Senior Years

Major Requirements		36
Mathematics 120—Elementary Statistics	4	
Business Administration 143—Business and Economic Statistics	4	
Economics 133—Money and Banking	4	
Economics 169—Economic Theory	4	
Economics 180—Business Cycles	4	
Economics 190—Foreign Trade	4	
Twelve hours to be selected from advanced courses in Economics, Marketing 130, and Business Administration 142	12	
Electives and minor		54
		192

*A Bachelor of Arts degree may be chosen, in which case the curriculum will be changed according to requirements.

Curriculum Leading to
BACHELOR OF ARTS DEGREE
Recommended for
FOREIGN TRADE MAJOR*

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
Spanish 81, 82, 83	12
Speech 31	4
Physical Education Activity Courses or Military Science	3
Mathematics 21 or 31—Basic Mathematics or Algebra	4
Geography 33—Principles of Geography	4
A year of a laboratory science	12
	51

Sophomore Year

Sophomore Literature	8
Spanish 100, 101	8
Business Education 35 or 36—Typewriting	4
Psychology 65—General Psychology	4
Economics 55 and 56—Principles of Economics	8
Physical Education Activity Courses or Military Science	3
Geography 118—Latin America	4
English 62—Business English	4
Health 79 and four hours from Health or Physical Education	8
	51

Junior and Senior Years

Required courses		64
Accounting 71, 72, and 73—Principles of Accounting	12	
Economics 133—Money and Banking	4	
Business Administration 140—Business Organization	4	
Business Administration 166, 167—Business Law	8	
Economics 190, 192—Foreign Trade Theory and Practice	8	
Spanish 160, 161, 162	12	
Spanish elective above 100	4	
History 127—Latin America	4	
Geography 145—Advanced Economic and Commercial Geography	4	
Philosophy 100 or Mathematics 120	4	
Electives		26
		192

*This curriculum automatically gives the student a second major in Spanish. Spanish.

Note: French or German may be substituted for Spanish when necessary.

Note: The student who has not had two years of high school Spanish will be required to take Spanish 31, 32, 33 in his freshman year thus moving all Spanish courses up one year.

MARKETING

The increasing emphasis which is being placed on the problems of marketing the nation's output of goods and services has created many new positions of responsibility in the business world.

Marketing embraces all business activities involved in the flow of goods and services from production to consumption.

The various programs listed below are designed to fill the needs of the business world by preparing men and women for opportunities leading to management positions or ownership and operation of marketing institutions such as retail stores, wholesale establishments, food brokerage, advertising agencies or departments, credit departments and market research firms.

All majors in marketing must take the same program as outlined for the first two years after which they may choose to specialize in retailing, sales and sales management, or advertising or take the general marketing curriculum.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
MARKETING MAJOR

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
History 27, 28—World Civilization	8
Speech 31	4
Physical Education Activity Courses or Military Science	3
Mathematics 21 or 31—Basic Mathematics or Algebra	4
Business Administration 40—Introduction to Business	4
Business Education 35 or 36—Typewriting	4
A year of a laboratory science	12
	51

Sophomore Year

Sophomore Literature	8
Health 79	4
Economics 55 and 56—Principles of Economics	8
Accounting 71, 72, and 73—Principles of Accounting	12
Physical Education Activity Courses or Military Science	3
Psychology 65—General Psychology	4
Mathematics 120—Statistics	4
English 62—Business English	4
Government 25 or equivalent	4
	51

Junior and Senior Years

Health or Physical Education—Four hours selected from either field	4

General Marketing

This curriculum is designed for men and women who wish a broad general knowledge of the field or who wish to postpone specialization in some phase of distribution until their graduate work. It is also designed for students who wish to study marketing but have not decided definitely upon their specific vocational objective.

Major Requirements: General Marketing Emphasis		36
Marketing 130—Principles of Marketing	4	
Marketing 134—Salesmanship	4	
Marketing 135—Principles of Retailing	4	
Marketing 137—Principles of Advertising	4	
Marketing 152—Principles of Wholesaling	4	
Business Administration 166—Business Law	4	
Psychology 129—Applied Psychology	4	

Eight hours to be selected from Marketing 136, 154, 155, 156, 157, 158, 159, 160, 161; Economics 107, 190, 193; Business Administration 185a, 143	8	
Electives and minor to be selected with consent of adviser depending upon aims of the student		50
		192

Retailing Specialization

This curriculum is designed for men and women whose primary interest in maketing is in retailing, both as owner and as junior executive or executive employee.

Major Requirements: Retailing Specialization Emphasis		36
Marketing 130—Principles of Marketing	4	
Marketing 135—Principles of Retailing	4	
Marketing 154—Retail Buying	4	
Marketing 156—Retail Merchandising	4	
Marketing 160—Retail Sales Promotion	4	
Marketing 161—Retail Credit	4	
Twelve hours to be selected from Marketing 134, 137, 152, 158, 159; Economics 108, 193; Psychology 129; Business Administration 185a, 185b	12	
Electives and minor to be selected with consent of adviser depending upon aims of the student		50
		192

Sales and Sales Management

This curriculum is designed for men and women whose primary interest in marketing is selling, sales management, or market research.

Major Requirements: Sales and Sales Management Emphasis		36
Marketing 130—Principles of Marketing	4	
Marketing 134—Salesmanship	4	
Marketing 135—Principles of Retailing	4	
Marketing 152—Principles of Wholesaling	4	
Marketing 155—Sales Management	4	
Psychology 129—Applied Psychology	4	
Twelve hours to be selected from Marketing 136, 137, 154, 158, 159; Business Administration 166, 182, 185a, 185b; Economics 190	12	
Electives and minor to be selected with consent of adviser depending upon aims of the student		50
		192

Advertising

This curriculum is designed for men and women who expect to go into advertising agencies, advertising media, or to use advertising as a business tool.

Major Requirements: Advertising Emphasis		36
Marketing 130—Principles of Marketing	4	
Marketing 137—Principles of Advertising	4	
Marketing 157—Advertising Copy and Layout	4	
Marketing 158—Market Research	4	
Marketing 160—Retail Sales Promotion	4	
Psychology 129—Applied Psychology	4	
Twelve hours to be selected from Marketing 134, 135, 136, 159; Business Administration 166, 185a, 185b; Economics 107	12	
Electives and minor to be selected with consent of adviser depending upon aims of the student		50
		192

ACCOUNTING

Miss Dunstan Mr. Nation Mr. Scott Mr. Tidwell

71—**Elements of Accounting.** Four hours.

The meaning and purpose of accounting, the balance sheet, the profit and loss statement, the trial balance, working papers, the accounting cycle, accounting for purchases, sales and cash, and the periodic summary.

72—**Elements of Accounting. (Continued).** Four hours.

Prerequisite: Accounting 71.

Accounting for notes and interest, deferred and accrued items, valuation of current and fixed assets, accounting procedures, the voucher system, accounting for payrolls, and accounting for taxes.

73—**Elements of Accounting. (Continued).** Four hours.

Prerequisite: Accounting 72.

Partnership formation, operation, reorganization, and dissolution; corporation accounts and records; corporation surplus; corporation stocks and bonds; departmental and branch accounting; accounting for manufacturing; and budgets.

100—**Intermediate Accounting.** Four hours.

Prerequisite: Accounting 73.

Fundamental processes, accounting statements, the accounting process, the accounting process illustrated. Current assets: Cash and temporary investments, receivables, inventories. Noncurrent assets: Investments, plant and equipment, intangible assets and deferred charges. Liabilities and proprietorship.

121—**Advanced Accounting.** Four hours.

Prerequisite: Accounting 100.

Analytical processes: Errors and their correction, statements from incomplete data, statement analysis, statement of application of funds. Partnership accounting: Formation and operation, dissolution, joint ventures. Special sales procedures: Installment sales, consignments, agency and branch accounts.

121a—**Advanced Accounting II.** Four hours.

Prerequisite: Accounting 121.

Consolidations: Corporate combination, consolidated balance sheet, consolidated statement of profit and loss. Fiduciary and budgetary accounting: The statement of affairs, receivership accounts, and statements, accounting for estates and trusts, accounting for governmental units. Actuarial science: Compound interest—amounts, present values, special problems.

122—**Elementary Federal Income Tax Accounting.** Four hours.

Prerequisite: Accounting 73.

Individuals—returns, rates, credits; gross income—exclusions, inclusions, recognition and basis of gain or loss, capital gains and losses, dividends, deductions—expenses, interest, taxes, depreciation depletion, losses, bad debts, etc., optional standard deduction, and withholding.

122a—**Advanced Federal Income Tax Accounting.** Four hours.

Prerequisite: Accounting 122.

Inventory accounting, installment and deferred payment sales, partnerships, estates and trusts, corporations, and social security, federal estate, and federal gift taxes.

123—**Elementary Cost Accounting.** Four hours.

Prerequisite: Accounting 73.

The mechanics of cost accounting, basic cost accounting terminology, the cost accounting cycle and accounting entries, special ledgers used, mate-

rials control and accounting, accounting for labor, factory wage systems, manufacturing expenses, departmentalization of factory expenses, and cost summaries and financial statements.

123a—**Advanced Cost Accounting.** Four hours.

Prerequisite: Accounting 123.

Process costs, applied process cost accounting procedures, budgetary control and cost accounting, estimated costs, standard costs, and non-manufacturing costs.

124—**Auditing.** Four hours.

Prerequisite: Accounting 100.

Definitions, ethics, the audit program, working papers, the original records, internal control and fraud, procedures of auditing balance sheet items, the summary report—the accountant's certificate.

124a—**Auditing. (Continued).** Four hours.

Prerequisites: Accounting 121, 124.

Practical application of procedures through use of practice sets, intense work on current assets, bank reconciliations.

128—**Internal Auditing for Management.** Four hours.

Prerequisite: Accounting 123.

Methods of internal control, internal auditing procedures, and preparation of internal financial and operating reports to be used as a basis for management decisions are stressed. Also emphasized is the internal auditor's responsibility to management in helping to appraise and evaluate management's policies in operation.

171—**Law for Accountants.** Four hours.

Prerequisites: Business Administration 166 and 167, Accounting 121.

This course is a comprehensive review of Business Law with the purpose of preparing candidates for the CPA examination. Contracts, agency, property, negotiable instruments, bailments, surety and guaranty, partnerships, corporation, estates and trusts, and bankruptcy are among the topics intensely covered.

172—**Municipal Accounting.** Four hours.

Prerequisite: Accounting 100.

It is recommended that a course in municipal government and one in general taxation be taken before entering this course. Classification of revenue and expenditure accounts, budgeting, general fund, sinking fund, special assessment funds, and surplus. Special stress will be placed on the Mississippi law governing municipal accounting.

173—**Budgeting.** Four hours.

Prerequisites: Accounting 100, 123.

Definitions and scope of budgets, the sales budget, production budget, materials budget, purchase budget, labor budget, statement of estimated cost of goods sold, the distribution expense budget, the administrative expense budget. estimated financial statements. comparison of performance with the budget, and enforcing the budget.

174—**Accounting Systems.** Four hours.

Prerequisite: Accounting 121.

Study of types of records kept by different businesses; application of principles to give management, owners, and creditors accurate results of operational activities.

175—**C. P. A. Problems.** Four hours.

Prerequisites: 28 hours of accounting, including 121.

Designed to prepare accounting majors for the uniform examination given by the American Institute of Accountants.

176—**Consolidated Statements.** Two hours.
Prerequisites: 20 hours of accounting, including 121.
Group statements, totally-held subsidiaries, majority-held subsidiaries, parent company, accounting, unrealized intercompany profit, intercompany bonds, preferred stock, changes in the subsidiary's capital stock structure, reciprocal and circular stockholdings, analysis of goodwill and surplus from consolidation.

177—**Accounting for Fiduciaries.** Two hours.
Prerequisites: 20 hours of accounting, including 121.
Administration of the estate, payment of debts of the estate, distribution of estate properties after payment of debts, intermediate and final accountings, accounts maintained for the estate, the trust, principal and income of the trust, analysis of trust receipts and payments, special cash journals for executor and trustee.

178—**Research in Accounting Problems.** One or two hours.
Prerequisites: 28 hours of accounting, including 121.
A seminar course for advanced study in problems of cost accounting, budgeting, or auditing. Approval of entry in course required in all cases.

BUSINESS ADMINISTRATION

Mr. Currie Dr. Greene Mr. Harlan Mr. Ross Mr. Turner

40—**Introduction to Business.** Four hours.
This is the introductory course to practically all phases of the business and economic world for the beginning student in commerce. It is a brief survey of the various topics which will later become courses in themselves as the student starts his specialization. It is also an excellent course for the average student no matter what his particular field of interest is for he must be a citizen who lives in a business world. Topics covered include the nature of business, forms of ownership, methods of business financing, production and personnel management, marketing, accounting and other managerial controls, and the relationship of government to business.

131—**Life Insurance.** Four hours.
An attempt is made to bring together all of the material the beginning student of life insurance will need. Practical problems in the forms of coverage and the policy provisions usually incorporated therein will be considered. Industrial insurance, group insurance, and business life insurance will be studied in detail. Emphasis will be placed on the economic and social aspects of the life insurance business.

132—**General Insurance.** Four hours.
An analytical consideration of the major topics of fire, marine, casualty, and life insurance, and brief treatment of such additional coverages as credit and title insurance, fidelity bonds, judicial bonds, contract bonds, and other types of surety contracts. Intended to serve the needs of students who plan to enter the insurance field, develop sound personal and business insurance programs, or do further work in the field of social insurance.

140—**Business Organization and Finance.** Four hours.
A study in the economics of business organization and combination through analysis of the forms of business organization and the economics of the corporation, investment company, trust, trade association, cartel, community of interest, and holding company; a history of anti-trust legislation and the problems of preserving competition. Emphasis is placed on recent developments and trends.

141—**Life Insurance II.** Two hours.
Prerequisite: Business Administration 131.
This course is an analysis of the life insurance business with emphasis on the study of the distribution of services, duties and responsibilities of

agents, regulation of the industry, investments of the carriers, and current taxation.

142—**General Insurance II.** Two hours.

Prerequisite: Business Administration 132.

Credit and title insurance, surety bonds, and disability coverages are considered. Emphasis is placed on carrier contracts with the insured, insurance planning, claims adjustment and the development of the general insurance business.

143—**Business and Economic Statistics.** Four hours.

Prerequisite: Mathematics 120.

In this course statistical methods and theories are applied to current business and economic problems.

144—**Bank Administration.** Four hours.

This course is a comprehensive survey of practical bank administration covering such topics as bank practices and problems, loans and discounts, investments, fiduciary and other services, and the money market.

166—**Business Law I.** Four hours.

The purpose of this course is to develop an understanding of the fundamental principles of law that apply to common business transactions, sufficient for the needs of those students who will major in any field of business. The applications of law with regard to contracts, agency employment, negotiable instruments, personal property, bailments, and transportation will be emphasized.

167—**Business Law II.** Four hours.

This course is a continuation of Business Administration 166. It is a study of the principles of law that apply to sales of personal property, insurance contracts, contracts of suretyship and guaranty, partnerships, and unincorporated associations, deeds and conveyances, mortgages, leases, trusts and decedent's estates, bankruptcy, torts, and crimes.

182—**Personnel Management.** Four hours.

The basic aim of this course is to give the student a realistic study of principles and practices of personnel management. The tools used by the personnel manager in the large organization are covered but the emphasis is upon the major task of procuring, developing, maintaining, and using an effective working team which is applicable to small businesses.

183—**Introduction to Industrial Management.** Four hours.

Prerequisite: Business Administration 140.

The basic principles and policies with respect to: plant location and layout; maintenance; handling of materials; lighting and air conditioning; power; product development and research; simplification and standardization; motion and time study; personnel relations; wage and salary administration; purchasing and materials control; tool control; quality control; production control; and cost control.

185a—**The Organization and Operation of a Small Business.** Four hours.

This course covers all the problems and principles of organizing and operating a small business. It is intended to give the student an idea of sound business practices for the small business in its aspects from the time one starts to examine the possibility of success in a certain venture to the time it is operating smoothly.

185b—**Case Studies in Small Business Organization and Operation.** Four hours.

This is a continuation of 185a in that the principles that are studied in that course are reexamined in the light of actual business successes and failures.

189—**Corporation Finance.** Four hours.
Prerequisites: Accounting 73 and Business Administration 140.
This course is designed to give the students a general knowledge of the organization and control of finance with special emphasis on corporation finance and handling of corporate securities. It should give the student a knowledge of how to organize and finance a business enterprise; market securities or select and purchase securities as an investor.

194—**Investment Finance.** Four hours.
Prerequisite: Business Administration 140 .
The aim of this course is to give the student a realistic picture of investment problems. The techniques of analysis as applied to industrial, railroad, public utility, and other securities will receive considerable attention. Emphasis is placed upon the importance of a knowledge of American industry. Over-all financial programs to fit the needs of typical individuals will be discussed.

198—**Independent Study.** Four hours.
Each case problem will be worked out to meet the needs of the particular person, but will include a research problem to be written and presented to the major professor and Chairman of the Division.

BUSINESS EDUCATION

Miss Pieratt Mr. Pryor Miss Reck

35—**Elementary Typewriting.** Four hours.
A course for beginners in typewriting. Automatic keyboard control and efficient manipulation of operative controls are developed. Practice is given in arranging simple tabulations and the basic letter forms. No credit for this course will be granted to a student whose high school transcript shows one unit in typewriting.

36—**Intermediate Typewriting.** Four hours.
Prerequisite: Business Education 35 or equivalent.
Complete review of the keyboard and manipulative controls; handling carbon paper; typing from rough draft; letter and manuscript forms; tabulations. Students who have had more than one year of typewriting in high school should enroll in Business Education 37.

37—**Advanced Typewriting.** Four hours.
Prerequisite: Business Education 36 or equivalent.
Production typing under time limits is emphasized. Instruction in the preparation of stencils, business forms, and legal documents; further practice with tabluations, manuscript and letter forms.

62—**Business English.** Four hours.
Prerequisites: Business Education 35 or 36.
A course dealing with (a) general principles of letter writing, such as physical make-up of the letter, the construction of business letters, the grammar and punctuation of business letters; and (b) the various types of business letters, such as sales letters, collection letters, credit letters, form letters, and letters of application.

66—**Beginning Shorthand.** Four hours.
This is a course in the theory and practice of Gregg Shorthand. In addition to the theory, the principles are applied by reading and writing supplementary material in shorthand with a limited amount of dictation and transcription from shorthand notes.

67—**Intermediate Shorthand.** Four hours.
Prerequisite: Business Education 66 or its equivalent.
A continuation of Business Education 66, completing a study of the principles of Gregg Shorthand. More attention is given to dictation, reading and transcribing as preparation for the more advanced dictation courses.

68—**Advanced Shorthand.** Four hours.

Prerequisite: Business Education 67 or its equivalent.

Dictation on new material at the rate of 60, 80, 100 words a minute for a continuous interval of time. A reasonable reading and transcription rate with an acceptable transcript is required. The aim is to increase accuracy and speed of transcription; to enable the student to take dictation at a reasonable rate and to transcribe it quickly and efficiently.

101—**Records Management and Filing.** Two hours.

Prerequisite: A knowledge of typewriting.

An introduction is given to the major filing systems used in the business world. Consideration is given to the importance of records to management and the student is shown how these records may be handled efficiently and effectively.

102—**Office Etiquette and Typewriting Problems.** Two hours.

Prerequisite: Proficiency in typewriting.

This course is divided into two main parts:

1. The various aspects of office procedure and office etiquette will be discussed. Some time will be devoted to such topics as proper dress for the busuiness office, preparing to meet the prospective employer, the interview, and why people fail to make good on the job.

2. Problems relating to office typewriting and duplication of material will be covered.

114—**Dictation and Transcription.** Four hours.

Prerequisite: Business Education 37 and 68 or equivalent.

Dictation is given on new material at the rate of 100 and 120 words per minute for a continuous period. Also varying rates of dictation are emphasized. A standard reading and transcription rate with a mailable transcript are required. A much greater emphasis is given to accuracy.

115—**Advanced Dictation and Transcription.** Four hours.

Prerequisite: Business Education 114.

The purpose of this course is to develop speed and accuracy in taking dictation and in trascribing shorthand notes. A variety of dictation material will be used in order to develop a wide vocabulary.

118—**Office Practice and Procedure.** Four hours.

Prerequisite: Business Education 68 and 36 or, equivalent.

The objective of the course is to train the students in actual office procedures and practices including filing and indexing and other office activities. There will be a limited amount of dictation.

125—**Materials and Methods in Business Education.** Four hours.

A special study of business education aims and objectives, laws of learning, teaching procedures, tests and measurements, and special helps such as teaching materials for the teachers of business subjects are studied in this course. Consideration is given to the current trends in teaching aims and objectives which tend to place emphasis on the consumer as well as on the social and vocational objectives of business education.

150—**Office Appliances.** Four hours.

Prerequisite: Business Education 36 or equivalent.

A course to teach the students to use the various office machines, filing and other equipment. Sufficient practice assignments are required to reach a marketable proficiency on the various machines and units of equipment. The techniques of indexing and filing are taught and actual practice given in filing.

160—**Office Management.** Four hours.

A study of the problems involved in planning and directing the functions of business and professional offices; executive duties and responsibili-

ties of the office manager, private secretary, and supervising stenographers; selecting and training of office workers; selection and care of office equipment and supplies; a study of the office plans and specifications; routine procedures, such as interviewing callers, reporting conferences and handling of mail and other administrative duties and responsibilities.

195—**Foundations of Business Education.** Four hours.
A historical introduction to the basic principles and trends of business education including a history of business education and curriculum building. A study of curriculum building for various school levels, the philosophy back of curriculum construction including the objectives of business education, guidance programs, both educational and vocational, tests and testing programs for educational and ocupational ability and fitness, also a study of the writings and views of past and present leaders in business educations.

596—**Selecting and Teaching Senior High School and Junior College Business Subjects.** Four hours.
Prerequisite: Twelve quarter hours in principles of accounting and twelve quarter hours in shorthand.
A professional course for teachers of senior high school, technical or vocational business high school, or junior college business subjects, including shorthand, typewriting, business English, office practice, bookkeeping, salesmanship, business law, economic geography, business arithmetic, etc. Teaching plans and observations of class room procedures are emphasized.

ECONOMICS

Dr. Greene Mr. Harlan Dr. LaVallee Mr. Nation Mr. Turner
Mr. Vandervoort

55—**Principles of Economics.** Four hours.
A study of the fundamental principles of economics underlying the present economic organization. The laws governing the production and consumption of goods and services, the nature of human wants and the exchange of wealth. Attention will likewise be given to the problems of monopoly and business organizations. A basic course for all economics and business majors.

56—**Economic Problems.** Four hours.
A study of the production and distribution of the national wealth and income, including rent, interest, profits and taxes, business cycles, population problems, consumption, and other problems.

105—**Current Economic Issues.** Two hours.
This course will cover economic issues taken from current events. Each student will be required to take a weekly news magazine or a financial newspaper as well as do extensive reading of material furnished by the instructor.

106—**Social Security.** Two hours.
This course will deal with the current Social Security laws, their development, their economic implications, and arguments which have been presented for and against them.

107—**Economics of Consumption.** Four hours.
The objectives of this course are to given the student an understanding of the economic principles or laws that govern consumption and to present facts relating to American standards of living and consumption habits. Some of the topics treated are definition of consumption; laws or principles of consumption; relation of consumption to production; harmful, wasteful, creative and productive consumption; relation of consumers and producers; the creation of consumer demand; standards of living; consumption habits; consumption controls; government regulation; consumer education; consumer and producer cooperatives.

108—**Personal Finance.** Four hours.

This is a study of the principles of personal finance and their application to the achievement of financial security. Among the topics covered are family budgeting, maintenance of family income, family health and life insurance needs, home financing, personal investments, and better buying methods. This course is especially recommended for girls in the business education and home economics fields.

111—**Economic Development of Europe.** Four hours.

A study of the economic and social factors affecting the development of Europe from the early middle ages to the present. These include a study of the enclosure movement, the manorial system, the town, the history of politics, money, credit, capital, and other facts of economic and industrial develepoment of the various countries.

112—**Economic Development of the United States.** Four hours.

In a general way this course deals with some of the historical economic forces that led to the discovery of America and the subsequent development of the United States as a nation. Special emphasis is placed upon the economic development of the Constitution, political parties, social and economic thought of the public and the various stages and steps in our American economic and social development, showing the effects wrought by invention, business enterprise and war.

127—**Labor Problems.** Four hours.

The aim of this course is to present the important facts of the history of organized labor in the United States, to analyze the chief problems which affect labor organizations and to evaluate the function of organized labor with consideration of labor problems, and labor legislation and court decisions that affect labor.

120—**Public Finance.** Four hours.

A general course designed to acquaint the student with the various types of local, state, and federal taxes, principles of government finance, and the effects of government taxes and expenditures on the economy.

133—**Money and Banking.** Four hours.

A study of the nature and functions of money, an analysis of commerical banking operations; the Federal Reserve System, foreign exchange, and the relation of banking to the entire economy.

169—**Economic Theory—Theory of Value and Distribution.** Four hours.

Prerequisite: Economics 133.

An advanced course in economic theory dealing with the theory of price, value and the distribution of our economic income. A rapid survey will be given t othe various economic theories since Adam Smith with special emphasis being given to the Classical school and the more important theories since that time, primarily that of Keynes.

180—**Business Cycles.** Four hours.

Prerequisite: Economics 133.

An analysis of business cycles with emphasis on their characteristics, and history.

190—**International Trade Theory.** Four hours.

Prerequisite: Economics 133.

The importance of trade in the world economy; the historical development of international trade, modern theories of international trade and international prices, the mechanism of international payments, and current import-export practices.

191—**International Trade Policy.** Four hours.

Prerequisite: Economics 190.

Tariff theory and practice, United States tariff policy, commercial

treaties, foreign exchange policies, exchange controls, clearing agreements, foreign lending, United States foreign policy, and interational economic cooperation through various organizations.

192—**International Trade Practices.** Four hours.
Prerequisite: Economics 191.
The fundamental techniques of exporting and importing, methods of financing exports and imports, documentary procedure, and current problems in international trade.

193—**Transportation.** Four hours.
A survey of transportation as a whole with attention given to railroads, airlines, highways, and ocean shipping. History, costs and rate making, legislation and regulation, documents, and intercarrier relationships are covered.

MARKETING

Miss Dunstan Mr. Harlan Mr. Nation Mr. Ross Mr. Vandervoort

130 (formerly 153)—**Principles of Marketing** Four hours.
A general, but critical, survey of the field of marketing covering marketing functions, institutions, policies, and relation to government.

134—**Salesmanship.** Four hours.
A study of the methods of location and selection of prospective customers, the approach, the demonstration, meeting objections, and closing the sale. The student prepares and delivers sales presentations, applying the principles learned.

135—**Principles of Retailing.** Four hours.
Prerequisite: Marketing 130 or permission of the instructor.
A study of all phases of retailing, including types of retail store, organizational structures, and a discussion of the functions of the major division in retail operation.

136—**Credit and Collection.** Four hours.
A study of the nature and functioning of retail and mercantile credit, sources of credit information, financial statement analysis, credit limits, collection procedures, and the legal aspects of credit.

137—**Principles of Advertising.** Four hours.
This course is designed primarily for individuals who plan a career in advertising or for the person preparing himself for an executive position in other fields who will be called upon to make decisions involving advertising as well as for the small businessman who must make virtually all such decisions for himself.

152—**Principles of Wholesaling.** Four hours.
Prerequisite: Marketing 130 or permission of the instructor.
A study of the nature of wholesaling, modern wholesaling systems, organization and management of wholesale businesses, how wholesaling adds value to manufactured goods and wholesaling services to retailing.

154—**Retail Buying.** Four hours.
Prerequisite: Marketing 135 or permission of the instructor.
This course deals with the principles and procedures in buying merchandise for resale and emphasizes the buying aspects of merchandising.

155—**Sales Management.** Four hours.
Prerequisite: Marketing 130 or permission of the instructor.
This course deals with problems usually met in the administration of a sales organization; sales research, sales planning, sales quotas, coordination of personal selling and advertising, and the selection, training, compensation, and administration of a sales force.

156—**Retail Merchandising.** Four hours.
Prerequisite: Marketing 135 or permission of the instructor.
Tools that buyers and merchandise managers use daily in controlling their purchases to make a profit are discussed. Subject matter includes: purchase planning, markup, inventories, turnover, operating statement, retail method of inventory and control of expenses.

157—**Advertising Copy and Layout.** Four hours.
Prerequisite: Marketing 137 or permission of the instructor.
Principles of copy and layout for magazines and newspapers are covered. Practical advertisements are developed through the laboratory technique.

158—**Market Research.** Four hours.
Prerequisite: Twelve quarter hours in Marketing or permission of instructor.
Scientific principles of research are applied to marketing problems. Field investigations are made covering consumer, retailer, wholesaler, and manufacturer marketing situations. Problems of current interest chosen by the student and the instructor will be done on an individual or group basis.

159—**Marketing Seminar.** Two hours.
Prerequisite: Consent of instructor. Open to other than Marketing majors.
This course is designed to give students an opportunity to apply in a practical manner the principles and theories studied in their course work. Emphasis is placed upon realistic marketing problems and their solutions through field work, contacts with businessmen in marketing, and discussion of Mississippi's marketing problems.

163—**Retail Sales Promotion.** Four hours.
This course covers all promotional activities of a store in publicizing, advertising, and selling its merchandise, e.g., interior and exterior display, newspaper and radio advertising and community relations.

164—**Retail Credit.** Four hours.
This course covers the operation of credit departments; originating charge and installment accounts; the services of credit bureaus; collection and adjustment procedures and correspondence; and present trends in consumer credit.

DIVISION OF CONSERVATION AND NATURAL RESOURCES

John M. Frazier, Chairman

Mr. Frazier Mr. Varrelman

This Division is organized to train elementary teachers, secondary teachers, home demonstration agents, conservationlists, and others interested in the arts and sciences related to the improvement of our natural resources.

The courses in agricultural education are planned especially for prospective home demonstration agents who need to know something of gardening, landscaping, and poultry. Courses are also designed for rural elementary teachers who want to understand the problems of the communities in which they teach. These courses will be helpful to anyone who expects to live on a farm. Persons interested in landscaping their properties can profit by taking courses in this subject.

Courses in conservation are planned to give teachers, conservationists, and others a practical knowledge and understanding of the various areas of the natural resources.

Courses in conservation especially for elementary teachers are Conservation 132—Science for Elementary Teachers, and Conservation 147—Nature Study and Elementary Science. Supplementary courses for elementary teachers include Conservation 85—Forestry and Conservation 148—Ornithology.

Majors in secondary education can profit by supplementing general science and biology courses with Conservation 85—Forestry, Conservation 148—Ornithology, and Conservation 149—Game Management.

Students who expect to enter the field of conservation as foresters, game managers, and similar work with wildlife, should select all courses in conservation except those planned especially for elementary teachers.

AGRICULTURAL EDUCATION

25—**Agriculture for Elementary Teachers.** Four hours.
A course covering basic knowledge and principles of agriculture for rural teachers. A general treatment of gardens, field crops, farm animals, soils, and farm forests is included. Lectures and laboratory and field work at discretion of the teacher.

71—**Vegetable Gardening.** Four hours.
This course is planned to train teachers and others to develop successful gardens. Problems will include selecting garden sites, preparation of soil, planting, culture, fertilizing, spraying, harvesting, and marketing. Practice in gardening is required. Lectures, laboratory, and field work at the discretion of the teacher, five hours per week.

73—**Poultry Production** Four hours.
A course covering general information and principles of breeds, egg production, incubation, brooding, feeding, housing, protecting against disease, culling, managing, and marketing. Emphasis will be placed on the farm flock. Lectures, laboratory and field work at discretion of the teacher.

123—**Landscape Gardening.** Four hours.
This course is planned to develop an appreciation for and understanding of the principles of design. The use of local native plants for home and school will be emphasized. A knowledge of soils, gardening principles, propagation, and culture will be presented. Practical work required. Lectures, laboratory and field work at the discretion of the teacher, five hours per week.

CONSERVATION

85—**General Forestry.** Four hours.
This course includes a survey of the major phases of forestry. Special emphasis is given to farm forests. Problems considered include identification of forest trees, uses, site for woodlot, reproduction, development, protection, injurious insects, management, fire control, pasturage and wild life relationship. Lectures and field work at the discretion of the teacher, five hours per week.

101—**Conservation of Wildlife.** Two hours.
An introductory survey of wildlife resources of North America; the relationship of the flora and fauna to economic and cultural life; the history of wildlife conservation; the programs of the state and federal agencies.

132—**Science for Elementary Teachers.** Four hours.
A professionalized course in basic principles of science needed by elementary teachers in interpreting and teaching common phenomena of nature. A survey of subject matter in elementary science textbooks will be made as well as methods of presenting it to children. Experimental laboratory work. Two double activity periods per week and two hours lecture.

133—**Introductory Ecology.** Four hours.
This course considers both animals and plants in relation to the factors of their environment, and responses to changing conditions. Natural groupings will be studied. Studies of local conditions will be made. Two lectures and two laboratory and field trip periods per week.

136—**Soil Conservation.** Four hours.
This course deals with erosion and its control, maintenance of productivity, rotation, water control, reclamation, and the management of soil. The activities of Soil Conservation Service will receive attention. Lectures, laboratory and field work will make up the activities. Two single and two double periods per week.

147—**Nature Study and Elementary Science.** Four hours.
Two theory periods and two two-hour periods each week.
This course is intended to acquaint the prospective teacher of the elementary grades with knowledge of the things that are part of the environment of every child, and to give general directions as to material and methods to be used. Plant and animal life, primarily.

148—**Ornithology.** Four hours.
An introduction to the study of birds. Consideration will be given to biological principles, identification, habitats, food supply, enemies, means of protection, use, and organizations and their activities. Two lectures and two double periods of field work per week.

149—**Game Management.** Four hours.
This course is an introductory study of native game animals in relation to habitats, conservation, propagation, protection, food supply, migration, legislation, and civic organizations. Lectures and field work two single and two double periods per week.

177—**Conservation Problems.** Four hours.
A course designed for teachers and social workers to acquaint them with rural communities. A survey of soil, water, forest, grazing, agricultural, mineral, and industrial resources of selected areas will be made and reported. Offered fall and winter quarters by conference and report method. At least three conferences and report required.

178—**Resource Use Education.** Four hours.
This course is designed to give teachers and conservationists an understanding of the ways and means of using our natural resources to more adequately meet our needs. Consideration is given to producing better food, clothing and shelter by proper management and use of soil, water, forests, climate, pastures, and care of manufactured commodities.

DIVISION OF EDUCATION AND PSYCHOLOGY

Roy G. Bigelow, Chairman

The courses in this division are concerned largely with education needed by prospective teachers. It is assumed that students choosing these professional courses possess personality and general education as a foundation for these studies. Students expecting to enter the teaching field should seek counsel and guidance as early as possible regarding the academic, professional and personality requirements in each field of public education.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

ELEMENTARY EDUCATION MAJOR

Freshman Year—45 Qr. Hrs.

	Qr. Hrs.
English 25, 26, 27	12
History 27-28	8
Biological Science 37-38	8
Physical Education Activity Courses	3
Mathematics 21 or 31	4
Education 20	4
Art 25	4
Art 26, or Art 132 and 133	4
	47

Sophomore Year—51 Qr. Hrs.

Sophomore Literature	8
Speech 31 or 131	4
Social Studies, Geography 33 and choice of Government 25, Sociology 63 or Economics 55	8
Psychology 65	4
Education 66	4
Music 95 and 96 (Music for Children)	8
Physical Education Activity Courses	3
Health 79	4
Physical Science	4
Music 97—Survey of Music Literature, or Art 112 or 113—History of Art	4
	51

Junior Year—50 Qr. Hrs.

Education 101 (Arithmetic for Children)	4
Education 103	4
Education 107	4
Education 108	4
Education 116—Audio-Visual Education	4
Education 117 (Literature for Children)	4
Psychology 116—(Human Growth and Development, Part I: Child)	4
Physical Education 149	4
Conservation 132 or Geo. 176	4
Conservation 147 (Science for Children)	4
Minor Field Selection and Electives	10
	50

Senior Year—46 Qr. Hrs.

Education 143	4
Education 169	4
Education 181-184	10
Minor Field Selection and Electives	28
	46

Minor Fields: Biological Sciences; Commerce; English and Speech; Fine Arts; General Speech; Health and Physical Education; Home Economics; Library Science; Physical Sciences and Mathematics; Practical Arts; Social Studies.

ELEMENTARY EDUCATION

Miss Black Dr. Burns Dr. Dowell Mr. Durkee Miss Jones Dr. Miller Dr. Staiger

20—The Teacher and the Community. Four hours.

An orientation course. Its purpose is two-fold: 1. To introduce students to the different phases of education and psychology, and to prepare them for specialized courses which are to follow; 2. To help students decide in what field they would like to work. Observation in the Demonstration School.

66—The Modern Elementary School. Four hours.

Consideration is given to school organization, equipment, and to the curriculum; materials and methods in the elementary school; the making of a daily schedule; new type school reports; and the personality of the teacher as a factor in success.

101—Arithmetic in the Elementary School. Four hours.

This is a beginning course in teaching arithmetic for those students who expect to teach in the elementary school. Special attention is given to the problem of developing an understanding of numbers, teaching the basic combinations and the efficient use of arithmetic textbooks and workbooks.

102—Kindergarten—Primary Education. Four hours.

This course is a study of the contributions which desirable group living can make to the mental and physical health and social-emotional development of young children. Implications of child development research in curricular experiences such as social studies, science, music, art, literature, dramatic play for children four, five, and six years of age in kindergarten and first grade are discussed. Records designed to help the teacher and parent understand aspects of child development in a group setting are studied.

103—Social Studies in the Elementary Grades. Four hours.

Prerequisite: Psychology 116, Education 66, Fine Arts 25 and 26.

Place of the social studies in the integrated curriculum. Objectives and content of the social studies; areas and sequences of units; the selection and evaluation of social studies; units for grades 1-6 inclusive. Observation will be done in the Demonstration School.

104a, b, c—The Reading Conference. Two hours each.

This is an intensive program for five days during the summer quarter. In the morning session, students attend lectures, participate in group discussions, and observe demonstration lessons taught by the faculty of the Demonstration School. The afternoon session is devoted to laboratory demonstrations and practice, and to diagnostic and remedial procedures. The course may be taken for credit three times. Those who have had the Reading Conference before should enroll for 104b or c.

107—**Reading and Language Arts in the Elementary School.** Four hours.

The first half of the course deals with basic reading problems in the elementary grades, reading readiness, initial instruction in reading, vocabulary and word recognition techniques; reading interests and tastes and the appraisal of reading abilities. The second half of the course is given to the aims and problems of the language arts in the elementary grades; the creative aspect of English, the value of dramatization in teaching English; sentence structure; and the elimination of errors of speech. Special emphasis on spoken English and activities for writing English in the grades.

108—**Diagnostic and Remedial Reading.** Four hours.

Prerequisite: Education 107 or 109.

Emphasis in this course is placed on materials of instruction and the diagnosis and remedial treatment of difficulties in reading in the elementary school. Lectures and demonstration by the instructor and reading and observation by students. Special emphasis is placed on practices suitable for typical classroom situations. A well-equipped laboratory with the finest instruments available is provided.

110—**Clinical Procedures and Case Study Techniques in Reading.** Four hours.

Prerequisite: Education 108.

This is a specialized course in diagnostic and remedial reading with emphasis upon educational and psychological testing and the analysis of reading difficulties. Students who enroll for this course will serve as clinical assistants in the administration of tests and in doing remedial work in the Reading Clinic.

117—**Methods and Materials in Children's Literature.** Four hours.

Reading in mythology, legend, history, biography, fiction and poetry. Narrative and dramatic presentations. Comparative editions, graded bibliographies, and standard practice in building a collection of books for children.

143—**Methods and Materials in the Elementary Grades.** Four hours.

The aim of this course is to study critically the general methods of instruction in the different elementary subjects. Attention will be concentrated upon approved techniques in the light of research in the following fields: language arts, social studies, number relationships, handwriting and spelling. Observation of demonstration teaching will be made an integral part of the study of each field in the Demonstration School and in the Reading Clinic.

144a, b, c—**Projects in Elementary Education.**—Four hours each.

Designed for school systems which wish to carry on local projects of curriculum revision and course of study construction. In case the project should require more than one quarter, the course may be taken for credit more than once.

181—**Student Teaching in Lower Elementary Grades.** Five hours.

Prerequisite: Education 20, 66, 101, 103, 107, 143; Psychology 116.

Students should arrange for this course with the Director of Student Teaching two quarters in advance, and should adjust their schedule so as to have two consecutive hours each day for work in the Demonstration School.

182—**Student Teaching in Lower Elementary Grades.** Five hours.

A continuation of Ed. 181.

183—**Student Teaching in Upper Elementary Grades.** Five hours.

Prerequisite: Education 20, 66, 101, 103, 107, 143; Psychology 116.

Same requirements as for 181.

184—**Student Teaching in Upper Elementary Grades.** Five hours.
A continuation of Ed. 183.

518—**The Elementary School Principal.** Four hours.

This course deals with the fundamental administrative problems of the principal. Consideration is given to managerial problems, current practices in administration of state, county and local systems, supervision and care of school plant, supplies and equipment, office work, school attendance, organization of curriculum, selection of personnel, parent and teacher cooperation, and general aspects of supervision of instruction. The professional leadership of the principal is stressed.

526—**Supervision of Instruction.** Four hours.

A practical course in supervision from the standpoint of the elementary or high school principal, supervisor or superintendent. The course deals with principles, nature and procedures in supervision. Emphasis is put on growth of teachers in service.

528—**Curriculum Problems in the Elementary School.** Four hours.

This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development. Various curriculum procedures are evaluated in terms of these implications.

530a, b, c,—**Research in Reading.** Four hours each.

An advanced course for graduate students interested in individual and group research in methods, materials and procedures of instruction in reading. Different areas of research will be studied each time the course is offered. The course may be taken three times for credit.

532—**Measuring Results in Elementary Education.** Four hours.

The purpose of this course is to equip the teacher for more effective selection and construction of test instruments for measuring specific achievement of teaching objectives and for statistical interpretation of data. Standardized tests will be administered to groups of elementary pupils, their results analyzed and correlated with factors such as teachers' marks, scholastic achievement, and I.Q. ratings. Attention will also be given to the preparation and use of teacher-made tests. In this way the elementary teacher is prepared more adequately to: (1) administer and diagnose tests, (2) measure pupil progress, (3) evaluate the results of teaching.

534—**The Reading Conference.** Two hours.

This is an intensive program for five days during the summer quarter. In the morning session, students attend lectures, participate in group discussions, and observe demonstration lessons taught by the faculty of the Demonstration School. The afternoon session is devoted to laboratory demonstrations and practice, and to diagnostic and remedial procedures.

535a, b, c—**Special Problems.** One to three hours.

A course to be approved by the appropriate department head to develop knowledge and facility in a special field of interest for the student. This course requires the preparation of a scholarly paper under the supervision of a member of the graduate faculty. It makes it possible for students to develop areas of knowledge not present covered by course offerings. The only prerequisite is the completion of a course or courses offered in the general area of the topic selected.

536—**Practicum in Reading.** Four hours.

A laboratory course in the Reading Analysis Division consisting of analysis of extreme reading disabilities, case typing, prognosis, and recommended remedial procedures. Experience is provided in techniques, procedures, and the preparation of case reports. Individual Reading Clinic practice under supervision arranged by appointment.

574—**The Psychology and Education of the Elementary School Child.** Four hours.

This course deals with the mental, motor, social and emotional development of children of the elementary school age. The treatment stresses the application of developmental psychology to education and guidance. Child life is considered as a progressive development rather than as a mere succession of stages.

576—**Pre-School Education for School Entrance.** Four hours.

Emphasis is upon problems connected with the development of the whole child. Case studies are made and materials and equipment for work and play are investigated. Activities are planned to develop readiness for school. Observation in the Demonstration School is required.

578—**Art in Child Development.** Four hours.

Art is considered an integral part of child growth and is intimately related to the social studies curriculum of the elementary school. Opportunity is provided for creative aspects of learning and for the evaluation of experience.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
SECONDARY EDUCATION MAJORS

Freshman Year—48 Qr. Hrs.

Education 20	4
English 25, 26, 27	12
Speech 31	4
History 27-28	8
Biological Science 37-38	8
Physical Education Activity Courses	3
Mathematics 21 or 31	4
Major or Electives	5
	48

Sophomore Year—48 Qr. Hrs.

English—Sophomore Literature	8
Psychology 65	4
Social Studies from two of the following fields: Geography, Sociology, Government, Economics	8
Physical Education Activity Courses	3
Physical Science	8
Health 79	4
Music 97 (Music Appreciation) or Art 112 or 113—History of Art	4
Major or Electives	9
	48

Junior Year—46 or 48 Qr. Hrs.

Psychology 119	4
Elective in Health or Physical Education	4
Psychology 132	4
Education 113	4
Special Methods in Major Field	4
Education Elective (162-164, 116, 128 or 136)	2 or 4
Major or Electives	24
	46 or 48

Senior Year—50 or 48 Qr. Hrs.

Education 169	4
Directed Teaching (185-186)	10
Major or Electives	34 or 36
	50 or 48

SECONDARY EDUCATION

Dr. Bigelow Dr. Boroughs Dr. Burns Dr. Carruth Dr. Easterling
Dr. Johnson Mr. Kenna Dr. Landskov Mr. McKee Mr. McQuagge
Dr. Sumrall

113—**Principles of Teaching in High School.** Four hours.
Prerequisite: Psychology 119 or equivalent.
The aims of secondary education, motivation and direction of learning, types of learning in the secondary school, organization of materials and instruction, and teaching techniques. Considerable emphasis is placed upon the role of the teacher in the guidance program.

128—**Historical Foundations of American Education.** Four hours.
This course traces the development of some of the more important educational problems of modern times as they have been affected by the social, economic, and political facts of American history.

134—**Improvement of Study.** Two hours.
Prerequisite: Permission of the instructor.
An analysis of effective study techniques for use by secondary school teachers. Useful for college students who wish to improve their own reading and study habits.

136—**Principles of Guidance.** Four hours.
An introductory course dealing with the fundamental philosophy of guidance with emphasis on methods of investigation used in guidance; various methods of guidance used in elementary, junior high and senior high school; occupational information; vocational guidance; and the organization of guidance services in the public schools.

162—**Curriculum of the Secondary School.** Two hours.
Prerequisite: Education 113.
The historical background necessary for an understanding of the present day curriculum, its meaning and scope; resources for curriculum development; issues; experimental practices with integrated, functional, and core curriculum.

164—**Student Activities in Secondary Schools.** Two hours.
Consideration is given to the general nature and organization of the program popularly known as extra curricular activities. The major emphasis is laid upon the various activities that constitute an activity program in a modern high school.

169—**Tests and Measurements.** Four hours.
Prerequisite: Psychology 116 or 119, and Education 113 or 101-103.
A study of certian typical standardized tests, the organization and the use of informal objective tests, diagnosis and remedial measures. Laboratory work in Demonstration School.

178—**Principles of Supervision.** Four hours.
This course deals with principles and practices in supervision. Cooperative procedures and in-service growth of teachers are emphasized. The course is offered primarily for those planning to be principals, supervisors and superintendents.

185—**Student Teaching in the High School.** Five hours.
Prerequisites: (1) The completion of 120 hours of college work including Education 20, 113, Psychology 119, the methods course in the student's major field, and 24 hours in the student's major field of which at least eight hours must have been in residence at this institution. (Students already holding degrees may be excused from the eight-hour residence requirement by the advisers in their major fields.) (2) A student must have earned a "C" average in his major field and in the specific course which he will teach as a student teacher.

Students should arrange for this course with the Director of Student Teaching at least two quarters in advance, and should adjust their schedule so as to have two consecutive hours each day for work in the Demonstration School.

186—**Student Teaching in the High School.** Five hours.
This is a continuation of Course 185, which is a prerequisite.

192—**Administration of Public Schools.** Four hours.
Designed for superintendents, principals, supervisors, and experienced classroom teachers interested in administration of public schools. A detailed study will be made of the general problems of the organization, supervision, and management of public schools. The interrelation of the various administrative units will be shown. The best practice regarding selection of staff financing of schools, keeping of records, and the internal organization of a public school program will be studied. School-community relationships will be stressed.

508—**Modern Curriculum Theory and Practice.** Four hours.
This course involves a critical study of the various elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development and procedures are evaluated in terms of these implications. Special attention will be put on local needs as determiners of curricular offerings, and students will be encouraged to work out practical problems in the local schools.

510—**Advanced Educational Psychology.** Four hours.
This course is designed primarily for the graduate student who wishes to broaden his knowledge in the field of psychology of learning. A resume of the general principles as found in a beginning course in Educational Psychology will be given. Graduate students, however, will be expected to do advanced work in the field and to conduct certain individual experiments and participate in group experiments in which controlled studies are made of the learning activities of the individual and of the group.

512—**Statistical Methods. Two hours.**
Statistical data found in periodicals and various research studies will be dealt with in this course. Laboratory experience will be afforded in measures of central tendency, dispersion and correlation, and in graphic representation. (Seniors with 24 or more quarter hours in Education with a quality rating of 1.5 points may be admitted to this course upon recommendation of the instructor).

514a—**Methods of Educational Research.** Two hours.
Prerequisite: Education 500.
A course in the methods and techniques used in educational research. All candidates for a degree in School Administration and Secondary Education must take this course and submit a written report evidencing familiarity with the tools of research.

514b—**Thesis.** Eight hours. (Credit deferred until thesis completed.)

516—**Secondary School Administration.** Four hours.
A course designed to cover the practical problems encountered by a high school principal in the course of his work. Some topics to be considered

are: the daily schedule, school calendar, attendance, discipline, office management, records and reports, curricular and extracurricular activities, selection and supervision of staff, the principal's professional growth and his relationship to the school, teachers and patrons.

535a, b, c—**Special Problems.** One to three hours.

A course to be approved by the appropriate department head to develop knowledge and facility in a special field of interest for the student. This course requires the preparation of a scholarly paper under the supervision of a member of the graduate faculty. It makes it possible for students to develop areas of knowledge not presently covered by course offerings. The only prerequisite is the completion of a course or courses offered in the general area of the topic selected.

572—**Occupational Information in Guidance.** Four hours.

Prerequisite: Education 506.

This course emphasizes the vocational aspects of guidance. It presents briefly the need, origin, philosophy and present practices of vocational guidance. It is designed to provide the teacher and administrator with the sources and content of occupation information, with the techniques for evaluation of the information, and with successful methods of disseminating occupational and training information. Units on occupational surveys and the structure and uses of Dictionary of Occupational Titles are included.

590—**Methods and Techniques of Counseling.** Four hours.

Prerequisite: Education 506.

This course is designed to acquaint the guidance worker with the basic fundamentals of counseling and interviewing. It will include a resume of both old and new methods and techniques used in counseling such as the directive and nondirective methods, the counseling relationship, a brief survey of diagnostic and remedial techniques used for dealing with the problems of the individual, and other topics such as preparation for the interview, recording the interview, and the follow-up.

591a, b, c—**Supervised Practice Counseling.** Two hours each.

A supervised practicum in counseling that gives the advanced student an opportunity to get needed experience under close supervision. The types of experience will vary with the individual student. Students will be provided experiences in actual counseling, handling cases, writing case studies, administering, scoring, and interpreting individual and group tests as they are utilized in the counseling sessions, and other similar activites as they are related to the counseling process. This course is usually taken at the end of the student's training program. Assignment of hours and responsibilities will be arranged with each student. Registration only by permission of the instructor.

592—**Use and Interpretations of Tests in Guidance.** Four hours.

Prerequisite: Education 506.

This course is designed to provide the counselor with the means of securing, recording, and using data concerning the individual being counseled in the guidance program. Selection, administration, and interpretation of tests, inventories, rating scales, and other techniques for guidance purposes will be stressed. Practical experience will be given in using tests of intelligence, achievements and aptitudes, personality and interest inventories, and other devices for measurement.

594a, b—**Advanced Guidance Research Seminar.** Two hours each.

Qualified students undertake research in the guidance area. An opportunity is provided to engage in special research problems faced by counselors, teachers, and administrators in this field. Assignment of problems, hours credit, time of seminar meetings, and individual conferences will be

arranged with each student. Registration only by permission of the instructor.

596a, b, c—**Field Work in Guidance.** Two hours each.

A practical course in which students specializing in guidance are given the opportunity to obtain experience in agencies that provide guidance. The nature of the experience may consist of general observations or of intensive work in a particular activity such as counseling, interviewing, testing, case study development, etc. Assignment of hours and responsibilities will be arranged with each student. Registration only by permission of the instructor.

598—**Individual Testing for Guidance Workers.** Four hours.

Prerequisite: Education 506 and 522, or 590, or 592.

The purpose of this course is to equip the teacher and the guidance worker to administer the better intelligence tests and to interpret and apply the results of these tests. Proficiency in using the Stanford-Binet and Wechsler-Bellevue intelligence tests is to be achieved, and the application of such test results for diagnosing difficulties in scholastic achievement and personality adjustment, and for student classification and vocational guidance is emphasized. The course also seeks to develop a reasonable familiarity with the use and interpretation of some of the better clinical tests of the individual's patterning of personality traits and needs as an indispensable basis for sound diagnostic and guidance counseling.

Background courses recommended: Psychology 65, 116, 119 and 132; and Education 136, 169, 512, 532, and 574.

(Note: The courses in guidance, Education 136, 506, 522, 572, 590, 591, 592, 594, 596 and 598 are being offered to meet the minimum state requirements for those desiring to become counselors).

SPECIAL EDUCATION

Mr. Durkee

146—**Improvement of Learning.** No credit.

For students not maintaining class standing because of poor reading or study habits. Small group instruction in developing effective study habits, increasing speed and comprehension in reading, the organization of material, and vocabulary development.

Admission on recommendation of the Dean. Required of certain students designated by the Scholarship Committee or the Dean.

150—**Education of the Mentally Handicapped.** Four hours.

Prerequisite: Approval of the instructor

A study of the social, emotional, physical and learning characteristics of the mentally handicapped children, methods of diagnosis and differentiation; educational organization and teaching techniques employed for their rehabilitation.

196—**The Psychology and Education of the Exceptional Child.** Four hours.

Prerequisite: Junior standing, and training in the fields of psychology and education.

A study of the psychological and educational needs of the exceptional child who falls into one or more of the following general categories; children with physical handicaps, including the cerebral palsied and those with orthopedic handicpas, impaired hearing and vision, speech defetcs, mentally retared, socially and emotionally maladjusted including the delinquents, and the mentally gifted.

Course includes field observation of institutions caring for the handi-

capped, in addition to observation of special education classrooms in public schools.

197—**Organization and Administration of Special Education.** Four hours.

The course will provide a general background in the areas usually included in special education: The mentally handicapped, the mentally gifted, the physically handicapped, the auditory handicapped, the speech handicapped, the visually handicapped, and the socially and emotionally maladjusted.

Careful study will be given to the problems of establishing and carrying on in public schools special education services for the exceptional child.

AUDIO-VISUAL EDUCATION

Dr. Knight

116—**Audio-Visual Education.** Four hours.

A general survey of sound and visual aids to teaching. Special consideration will be given to the philosophy underlying audio-visual education, and to the uses of the following aids: school trips, museum materials, still and motion pictures, transcriptions and recordings, and graphic arts.

515—**Survey of Audio-Visual Education.** Four hours.

An introductory course in audio-visual education open to graduate students without previous training in the field. Consideration will be given to mass media in education, research, and the psychological and philosophical bases for audio-visual education. Emphasis will be placed on the various types of audio-visual materials as instructional aids. This course is planned as an intensive survey of the field of audio-visual education on the graduate level.

Not open to students who have had Education 116 or the equivalent

517—**Organization and Administration of an Audio-Visual Program.** Four hours.

A study of functions, organization, and administration of the audio-visual program, with emphasis on staff and housing requirements and determining materials and equipment needs. Practical problems of developing the program and appraising its adequacy and effectiveness will be considered.

Taught from the viewpoint of school administrators who anticipate organizing audio-visual programs in their schools, and teachers interested in becoming building coordinators of audio-visual programs.

519—**Utilization and Selection of Audio-Visual Materials.** Four hours

General principles, problems and practices involved in selecting and utilizing audio-visual materials for instructional purposes. Emphasis will be placed on the advantages, limitations, and practical uses of each major type of material. Criteria will be formulated for judging the technical and educational value of representative audio-visual materials. Taught from the viewpoint of teachers, supervisors, and directors of audio-visual programs.

521—**Production of Audio-Visual Materials.** Four hours.

A course in the production of audio and visual materials for classroom use. The broad areas of graphics, still, motion, and audio will be covered. The problems and possibilities of local production will be explored. Emphasis will be placed on selecting and organizing subject matter, preparing scripts, and solving technical problems of production. Of value to teachers interested in producing materials for their own use, or to audio-visual directors interested in production as a part of the local program.

ADMINISTRATION OF SCHOOLS

Dr. Ainsley Dr. Bigelow Dr. Boroughs Dr. Burns Dr. Carruth
Dr. Dowell Dr. Easterling Dr. Johnson Mr. Kenna Dr. Knight
Dr. Landskov Mr. McKee Mr. McQuagge Dr. Owings
Dr. Sumrall

502—**Organization and Administration of Public Education.** Two hours.

This is a background course in the structure and administration of education on a national, state, county, and local basis. This course is designed to give fundamental principles and general survey of the field of educational administration to teachers and principals. Required of all graduate students majoring in secondary education, elementary education, elementary supervision. Not open to administration majors.

516—**Secondary School Administration.** Four hours.
See course description under Secondary Education.

518—**The Elementary School Principal.** Four hours.
See course description under Elementary Education.

520—**Local School Administration.** Four hours.

A course particularly designed for the local school superintendent (city, county, town or consolidated district). The course deals with the various internal and external problems of the school superintendent, but particularly with the legal, financial and school plant problems of the local school system. Education 520, 568 and 570 constitute the basic courses for all majors in school administration.

522—**Organization and Administration of Pupil Guidance.** Four hours.

Prerequisite: Education 506.

The course stresses the administrative relationship involved in instituing and maintaining guidance programs in the public school, institutions of higher learning, and other social agencies. It is primarily a course for superintendents, principals, teachers, counselors and others who have the responsibility of guidance in the public schools. The course deals with principles and techniques for the formulation and evaluation of a complete guidance program including inventories, counseling, placement and follow-up.

526—**Supervision of Instruction.** Four hours.
See course description under Elementary Education.

555a, b—**Field Problems in Production.** Four or eight hours.

A course designed to give the student an opportunity to study local school problems under the careful supervision of trained authorities in the field of educational research. These problems may be in such areas as curriculum revision, courses of study construction, evaluation of methods, building projects, community surveys, etc. The course may be taken only twice for credit.

568—**School Finance, Business Affairs, and School Property.** Four hours.

Topics to be studied: public support of education; federal aid; distribution of school funds; equalizing opportunities to children; financial accounting; records and reports, budget making; school costs; transportation; insurance; management of equipment and supplies; indebtedness; landscaping and beautification of grounds; operation and management and maintenance of school property; good housekeeping.

570—**Problems Relating to Education in Rural Areas.** Four hours.

The following problems and topics will be studied: Aims and functions of the school in relation to the community; school law; location and planning of building; transportation; selection of teachers; salaries; tenure;

supervision; in-service education; classification of pupils; records and reports; the junior high school; the curriculum; student activities; publicity; the Parent-Teacher Association; and other problems related primarily to rural areas.

FOUNDATION COURSES

(For all Graduate Students in Education)

500—**Educational Research.** Two hours.

A self-directed course in some of the techniques of educational research. Library card catalogue, searching for headings, reference books of value to educators, the Education Index, professional periodicals, NEA publications, U. S. Office of Education publications, making a bibliography, evaluation of books, and many other topics are covered in this course. Required of all graduate students.

504—**Foundations in American Education.** Four hours.

This brief survey of the philosophies, psychologies, and the basic history of American education is intended to give the student a fundamental understanding of more specialized courses in these three educational fields. Required of all graduate students.

506—**Fundamentals of Guidance.** Four hours.

A brief survey of vocational and educational guidance practices is given in this course. It is intended to give teachers and administrators a fundamental understanding of the role of guidance in our public school programs. It is an introduction to other guidance courses available and is required of all graduate students.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
MAJORS IN PSYCHOLOGY

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
Speech 31—Oral Communication	4
History 27, 28 —World Civilization	8
Biology 37, 38, and 4 additional hours from Division of Physical Science	12
Physical Education (activity courses)	3
Mathematics	4
Electives	8
	51

Sophomore Year

Sophomore Literature	8
Psychology 65—General Psychology	4
Sociology 63—Introduction to Sociology	4
Social Studies from Geography, Government, or Economics	4
Philosophy 100—Introduction to Philosophy	4
Health 79—Personal Health	4
Biology 129—Physiology	4
Mathematics 120—Elementary Statistics	4
Physical Education (activity courses)	3
Elective in Health or Physical Education	4
Electives	5
	48

Junior and Senior Years

Speech 131—Introduction to Speech Correction		4
Education 108—Diagnostic and Remedial Reading		4
Sociology 112—Social Problems		4
Sociology 128—Criminology		4
Education 136—Principles of Guidance		4
Biology 140—Genetics		4
Physical Education 196—Marriage and Family Life		4
Philosophy 177—Ethics		4
Major requirements: Nine courses to be selected from the following		36
Psychology 116—Human Growth and Development, Part I: Child	4	
Psychology 119—Educational Psychology	4	
Psychology 129—Applied Psychology	4	
Psychology 132—Human Growth and Development, Part II: Adolescent	4	
Psychology 137—Mental Hygiene	4	
Psychology 139—Social Psychology	4	
Psychology 149—Industrial Psychology	4	
Psychology 188—Experimental Educational Psychology	4	
Psychology 190—Physiological Psychology	4	
*Psychology 191—Abnormal Psychology		4
*Psychology 193a—Psychological Field Services		4
Psychology 193b—Psychological Field Services	4	
Psychology 193c—Psychological Field Services	12	
*Psychology 196—Clinical Psychology		4
*Psycholoy 198—Individual Psychological Testing		4
Electives and Minor—To be chosen with consent of adviser		28
		96

Majors required to have 36 hours in psychology; minor, 28 hours.
No course numbered below 100 may be counted in the major sequence.
*Unless specifically exempted, all psychology majors will take these courses.

Curriculum Leading to
BACHELOR OF ARTS DEGREE
Recommended for
MAJORS IN PSYCHOLOGY

Freshman and Sophomore Years (Core Curriculum)

	Hours
English	20
Speech	4
French or German	18
Social Studies—See Core Curriculum B.A. Degree	20
Psychology 65—General Psychology	4
Biology 37, 38—General Biology	8
Elective in Biology	4
Elective in mathematics or philosophy	4
Mathematics 120—Elementary Statistics	4
Health 79 or 125	4
Physical education (activity courses)	6
Elective in health or physical education	4
	100

Junior and Senior Years

Speech 131—Introduction to Speech Correction	4
Education 108—Diagnostic and Remedial Reading	4
Sociology 112—Social Problems	4

Biology 129—Physiology		4
Education 136—Principles of Guidance		4
Biology 140—Genetics		4
Sociology 128—Criminology		4
Physical Education 196—Marriage and Family Life		4
Major Requirements: Nine courses to be selected from the following		36
Psychology 116—Human Growth and Development, Part I: Child	4	
Psychology 119—Educational Psychology	4	
Psychology 129—Applied Psychology	4	
Psychology 132—Human Growth and Development, Part II: Adolescent	4	
Psychology 137—Mental Hygiene	4	
Psychology 139—Social Psychology	4	
Psychology 149—Industrial Psychology	4	
Psychology 188—Experimental Educational Psychology	4	
Psychology 190—Physiological Psychology	4	
Psychology 191—Abnormal Psychology	4	
Psychology 193a, b, c—Psychological Field Services	4, 4, 12	
Psychology 196—Clinical Psychology	4	
Elective and Minor—To be chosen with consent of adviser		28
		96

Majors required to have 36 hours in psychology; minors, 28 hours.

PSYCHOLOGY

Dr. Burns Mr. Congleton Dr. Dowell Mr. Durkee Mr. Estes Mr. Freeny Mr. Hagenson Dr. Staiger Dr. Sumrall

65—**General Psychology.** Four hours.
A course in which the customary topics of adult human psychology are studied. Readings and discussions. A core requirement for all degrees.

116—**Human Growth and Development, Part I: Child.** Four hours.
Prerequisite: Physchology 65.
A course which studies the child from birth through the elementary school period, with attention to the principles of development of behavior. Consideration will be given to the preparation of case studies of individual children.

119—**Educational Psychology.** Four hours.
Prerequisite: Physchology 65.
This course covers the general principles of psychology as applied to education with emphasis on learning.

129—**Applied Psychology.** Four hours.
Prerequisite: Physchology 65.
A study of psychological principles in their relations and applications to various important human problems and activities such as advertising, selling, personnel management, law, medicine, etc.
Special emphasis will be placed upon matters of vocational aptitudes and interests.

132—**Human Growth and Development, Part II: Adolescent.** Four hours.
Prerequisite: Physchology 65.
A continuation of Human Growth and Development—Child, with emphasis on the adolescent. A study of background experiences, intra-extra curricular activities, leading to a better understanding of the youth in the home, school social group and community. Case studies of individual children will receive treatment.

137—**Mental Hygiene.** Four hours.

Considers the fundamental principles of a wholesome personality; the building of desirable attitudes; the control of the emotional factors involved in normal mental health and the prevention of abnormalities. Attention will be given to adjustment aspects.

139—**Social Psychology.** Four hours.

Prerequisite: Psychology 65.

In this course man will be considered in his social inclinations and relationship—his reactions to and his influence upon others. The following questions will be studied: customs, social interactions, crowd behavior, propaganda, etc. (Same as Sociology 139).

149—**Industrial Psychology.** Four hours.

Prerequisite: Psychology 65 and 129. Recommended: Mathematics 120.

The application of psychology to the problems of personnel management in industry. Employee selection and placement, merit rating, accident reduction, training methods, and the measurement and improvement of employee morale.

188—**Experimental Educational Psychology.** Four hours.

Prerequisites: Psychology 65, and 119 or 116.

The purpose of this course is to acquaint the student with the nature of actual investigations of school problems and to give him command of the basic methods and means through actual practice of conducting such investigations.

190—**Physiological Psychology.** Four hours.

Prerequisite: Psychology 65, Biology 37 and 38 or equivalent.

Organization and function of central nervous system in man, afferent and efferent systems, cerebral cortex and other physiological and biological factors related to behavior. Primarily for pre-medical students and majors in psychology.

191—**Abnormal Psychology.** Four hours.

A course planned primarily for psychology majors, pre-medical students, and those who intend to enter the legal profession, the ministry, social service work, or teaching. It deals with abnormalities of human behavior. Some provision is made for studying cases in state hospitals. The student should have a rather good background in psychology before he undertakes this course.

193a—**Psychological Field Services.** Four hours.

Prerequisite: Twenty-eight hours in psychology, which must include Psychology 198, and approval of the Department Head.

A review of the fields of psychology followed by field work with agencies, schools clinics, and industries using psychological services.

Prerequisite: Thirty-two hours in psychology, which must include Psychology 190, 191, 193a, 198, and approval of the department head.

A continuation of Psychology 193a, except that testing and counseling will be done in the Psychological Clinic and at the Mississippi State School, Ellisville, Mississippi.

193c—**Psychological Field Services.** Twelve hours.

Prerequisite: Thirty-two hours in psychology, which must include Psychology 190, 191, 193a, 196, 198, and approval of the department head.

A three months intensive course at the Mississippi Mental Hospital, Whitfield, Mississippi. The student will work almost wholly with psychotic patients. This will include mental testing and an introduction into the use of projective techniques under the direction of the Chief Clinical Psychologist of the hospital. The student will receive room and board, and an honorarium which will cover expenses while in residence at the institution.

196—**Clinical Psychology.** Four hours.

Prerequisite: Twelve hours of psychology, including 65, and permission of the department head or instructor.

The psychological case-study method, including the use and importance of historical information, the contribution of clinical tests in personality diagnosis, and a general survey of prevention and treatment techniques, including an introductory treatment of the several methods of psychotherapy.

198—**Individual Psychological Testing.** Four hours.

To equip the psychological worker to administer individual intelligence tests and to interpret and apply the test results for diagnosing difficulties in scholastic and other achievement and personality adjustment. Thorough analysis and intensive practice in mental testing is afforded, using the Stanford-Binet and Wechsler-Bellevue tests. Approval of department head or instructor is required for admission to course.

DIVISION OF FINE ARTS

Frank Earl Marsh, Jr., Chairman

MUSIC

Mrs. Baylis, Miss Blethen, Miss Eide, Mr. Fisher, Miss Harmon, Mr. Huck, Mr. Imbragulio, Miss Jackson, Miss McDonald, Mr. Mannoni, Mr. Marsh, Miss Moore, Dr. M. Phelps, Dr. R. Phelps, Dr. Presser, Mr. Saetre, Mr. Stocker, Miss Stuart, Mr. Waterstripe

The Mississippi Southern College is a member of the National Association of Schools of Music and is accredited by that organization. The requirements for entrance and for graduation are in accordance with the published regulations of the National Association of Schools of Music.

The Department of Music was organized for a four-fold purpose: (1) to combine musical and literary studies as a broad basis for regular college work; (2) to use the art of music as a means of intellectual, aesthetic, and moral culture; (3) to furnish instruction to special and general students; (4) to train vocal and instrumental supervisors of music.

Admission

First, as a regular student. For any curriculum leading to a degree, the student must satisfy the entrance requirements of the college.

Students entering the piano, voice, violin, viola, violoncello, or organ course must give evidence that the preparatory course in piano, voice, violin, viola, or violoncello has been completed.

Freshmen must take entrance examinations in elementary theory. Those passing may enroll in the regular required courses. Students who have had preparatory work and cannot pass the examination may also enroll for the regular required courses, but must do two hours of supervised work each week without credit in elementary theory until the entrance requirements are satisfactory fulfilled.

Second, as a special student. In this case the student may elect any curriculum his previous training has qualified him to pursue with profit.

The curricula include systematic and progressive instruction in theory, history and practice of the arts to which they severally relate, and in those branches of language, philosophy, history, and criticism which bear most directly upon these arts, and without a knowledge of which success in the higher domain of arts is impossible.

Students desiring to major in music should register for the Bachelor of Music degree with piano, church music and organ, voice, violin, viola, violoncello, or musical composition as a major, or for the Bachelor of Music Education degree with vocal music education or instrumental music education as a major. However, any student of the college not registered for a music degree may pursue such courses in the Department of Music as he wishes by paying the required fee.

Music majors who have taken music courses under private instruction or in such way as not to receive credit may be excused from required courses in the music curriculum on the basis of tests of proficiency.

I. The Curriculum in Piano

The best principles of modern piano technique form the basis of teaching in this department. The student is thoroughly grounded in the classics, including Bach's Inventions and Well-Tempered Clavichord with Hanon, Czerny, Clementi, Chopin and Liszt Etudes, sonatas by Mozart and Bee-

thoven, and selections from the compositions of the best composers of the classic, romantic, and modern schools of composition.

In the junior and senior years of the course, concertos by Mendelssohn, Beethoven, Chopin, Grieg, Schumann, Liszt, and modern composers are studied and performed. Students to rank as freshmen must show that they have had equivalent of four years of serious study of the piano.

Candidates for the degree of Bachelor of Music must be prepared to present recitals selected from composers of the classic, romantic, and modern schools in their junior and senior years.

II. The Curriculum in Voice.

The Department of Music recognizes the need of thorough fundamental training in the technique of singing as a prerequisite of the study of songs. The course of instruction is based upon the principles of the Italian school of singing.

Attention is given to the study of breath control, voice placing, tone production, vowel formation, the development of resonance, range, flexibility, tone color, and style. Song literature of the classic and modern schools is given to build an adequate repertoire, as well as to enrich and broaden the musical experience and appreciation of the student. Upon graduation the student must possess a repertoire of recitatives and arias from the standard oratorios, representative operatic arias as well as a repertoire of songs from the English, French, Italian and German schools. Students to be classified as freshmen in the vocal degree course must show by examination that they have the technical and musical development equivalent to one year of vocal study, as well as preparatory piano

Candidates for the degree of Bachelor of Music must be prepared to present recitals of standard songs and arias selected from the classic and modern schools of composition in their junior and senior years.

III. The Curriculum in Violin

It is the aim of the Violin Department to offer instruction that will thoroughly train the student to meet the demands of the orchestra and concert violinist as well as to prepare for the field of teaching. Throughout the course careful attention is given to the development of technique, musical style, interpretation, and musicianship. Special emphasis is placed on ensemble in advanced classes.

The material studied is selected according to the individual needs of the student from the following studies: Sevick, Leonard, Kayser, Mazas, Schradieck, Kruetzer, Rode and others. For the development of style and interpretation sonatas by Tartini, Nardini, Handel, Haydn and Bach are used, and concertos by Viotti, Rode, DeBeriot, Mendelssohn and Wieniawski. For graduation, selections are made from concertos by Beethoven, Bruch, Mendelssohn, Vieuxtemps, and others of equal difficulty, and miscellaneous compositions from Paganini, Sarasate, Wieniawski, Hubay, and representative modern composers.

Candidates for the degree of Bachelor of Music must be prepared to present a recital from composers of the classic, romantic, and modern schools in their junior and senior years.

IV. The Curriculum in Violoncello

The aims of this department are the same as those of the violin department.

The material studied is selected according to the individual needs of the student from the following studies: Dotzauer, Grutzmacher, Duport, Pop-

per, and Piatti. For development of style and interpretation sonatas by Coverette, Locatelli and Boccherini, and suites for Violoncello alone by J. S. Bach, and Concertos by Romberg, Davidoff, Servais, Popper, Golterman, Saint-Saens, Lalo, Haydn, Dvorak, D'Albert, and Schumann. Concert pieces by Tchaikowsky, Davidoff, Popper and Boellman.

Candidates for the degree of Bachelor of Music must be prepared to present a recital of selected composers of the classic, romantic and modern schools in their junior and seniors years.

V. The Curriculum in Compostion

This course offers special study in the practical writing of original works for instruments or voice, including the larger forms such as the Sonata-Allegro form, Variations, Art songs, Anthems, and other forms of freer content.

The latest developments distinctive of modern harmony, the various melodic, and rhythmic idioms of the present day are made available to the student through discussion and practical use.

The course in Advanced Composition is given by private instruction only, and is designed for the talented student who is especially qualified to enter the field of musical composition.

VI. The Curriculum in Music Education

The teaching of music in the public schools is now considered the work of a specialist of broad training. The importance of laying a thorough musical foundation in the grades is generally recognized and calls for great ability in the teacher of music. In the high school, music is now accorded a place of importance, and the demand for teachers who can organize and direct choral, instrumental, theoretical, and appreciation courses is increasing from year to year.

The courses in public school music supervision are designed to give not only thorough and practical training in music pedagogy but also adequate preparation in practical and theoretical music, psychology, education and cultural subjects.

The degree of Bachelor of Music Education is offered upon completion of the four-year curriculum. There is an increasing demand for supervisors of music and junior and senior high school music teachers holding a Bachelor's degree. This course offering a degree combining music and education is planned to meet this demand in the field of music education.

VII. The Curriculum in Church Music and Organ

The organ course is designed to provide a thorough and sufficient education for both the concert and the church fields, the latter being particularly stressed. It includes a fundamental study of the manual touch, pedal technique, the independence of the hands and feet, and elementary and advanced registration. The earlier literature is designed for the special needs of the individual student, and includes technical studies, the short preludes and fugues of Bach, the choral preludes, etc.

PIANO MAJOR

(Leading to degree of Bachelor of Music)

Freshman Year

Piano 25a, 26a, 27a	3	3	3
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Solfege 37a, 38a, 39a	1	1	1
Dictation 37b, 38b, 39b	1	1	1

Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20[1], 20[2], 20[3]	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Science 20			4

Sophomore Year

Piano 55a, 56a, 57a	4	4	4
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Solfege 67a, 68a, 69a	1	1	1
Dictation 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	2	2	2
Chorus 50[1], 50[2], 50[3]	0	0	0
English 73, 80	4	4	
Psychology 65			4
Physical Education	1	1	1

Junior Year

Piano 105a, 106a, 107a	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Ensemble 123, 124, 125	2	2	2
Music Education 126, 127, 128	1	1	1
Chorus 100[1], 100[2], 100[3]	0	0	0
Foreign Language (French or German)	4	4	4
Physical Education	1	1	1

Senior Year

Piano 155a, 156a, 157a	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173, 174 175	2	2	2
Piano Pedagogy 182, 183, 184	3	3	3
Piano Literature 221, 222, 223	1	1	1
Chorus 150[1], 150[2], 150[3]	0	0	0
Psychology 119	4		
Education 113		4	
Education 169			4

STRING MAJOR (VIOLIN, VIOLA OR 'CELLO)

(Leading to degree of Bachelor of Music)

Freshman Year

Violin, Viola, or 'Cello	2	2	2
Piano 25b, 26b, 27b	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Solfege 37a, 38a, 39a	1	1	1
Dictation 37b, 38b, 39b	1	1	1
Survey of Music Literature 43, 44, 45	2	2	2
Orchestra 21[1], 21[2], 21[3]	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Science 20			4

Sophomore Year

Violin, Viola, or 'Cello	3	3	3
Piano 55b, 56b, 57b	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Solfege 67a, 68a, 69a	1	1	1
Dictation 67b, 68b, 69b	1	1	1

History of Music 73, 74, 75	2	2	2
Orchestra 51[1], 51[2], 51[3]	0	0	0
English 73, 80	4	4	
Psychology 65			4
Physical Education	1	1	1

Junior Year

Violin, Viola, or 'Cello	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 126, 127, 128 (Conducting)	1	1	1
Ensemble 173, 174, 175	2	2	2
Orchestra 101[1], 101[2], 101[3]	0	0	0
Foreign Language (French or German)	4	4	4
Physical Education	1	1	1

Senior Year

Violin, Viola, or 'Cello	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Advanced Ensemble	2	2	2
String Pedagogy 185, 186, 187	3	3	3
Orchestra 151[1], 151[2], 151[3]	1	1	1
Psychology 119	4		
Education 113		4	
Education 169			4

VOICE MAJOR

(Leading to degree of Bachelor of Music)

Freshman Year

Voice 28a, 29a, 30a	2	2	2
Piano 25b, 26b, 27b	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Solfege 37a, 38a, 39a	1	1	1
Dictation 37b, 38b, 39b	1	1	1
Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20[1], 20[2], 20[3]	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Science 20			4

Sophomore Year

Voice 58a, 59a, 60a	3	3	3
Piano 55b, 56b, 57b	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Solfege 67a, 68a, 69a	1	1	1
Dictation 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	2	2	2
Chorus 50[1], 50[2], 50[3]	0	0	0
English 73, 80	4	4	
Psychology 65			4
Physical Education	1	1	1

Junior Year

Voice 108a, 109a, 110a	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 126, 127, 128 (Conducting)	1	1	1

Opera Workshop 188, 189, 190	2	2	2
Chorus 100^1, 100^2, 100^3	0	0	0
French 25, 26, 27	4	4	4
Physical Education	1	1	1

Senior Year

Voice 157a, 158a, 159a	4	4	4
Theory 164, 165, 166	2	2	2
Diction 176, 177, 178	2	2	2
Vocal Literature 224, 225, 226	1	1	1
Vocal Pedagogy 179, 180, 181	3	3	3
Opera Workshop 238, 239, 240	2	2	2
Chorus 150^1, 150^2, 150^3	0	0	0
German 35, 36, 37	4	4	4

COMPOSITION MAJOR

(Leading to degree of Bachelor of Music)

Freshman Year

Applied Music			
Major	2	2	2
Minor	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Solfege 67a, 68a, 69a	1	1	1
Dictation 67b, 68b, 69b	1	1	1
Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20^1, 20^2, 20^3 or Orchestra 21^1, 21^2, 21^3	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Science 20			4

Sophomore Year

Applied Music			
Major	2	2	2
Minor	1	1	1
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
History of Music 73, 74, 75	2	2	2
Music Education 170, 170a, 171	2	2	2
Chorus 50^1, 50^2, 50^3 or Orchestra 51^1, 51^2, 51^3	0	0	0
English 73, 80	4	4	
Speech 31			4
Physical Education	1	1	1

Junior Year

Applied Music	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Theory 197, 198, 199 (Advanced Counterpoint)	2	2	2
Music Education 171a, 172, 172a	2	2	2
Chorus 100^1, 100^2, 100^3, or Orchestra 101^1, 101^2, 101^3	0	0	0
French 25, 26, 27	4	4	4
Physical Education	1	1	1

Senior Year

Applied Music	4	4	4
Theory 200, 201, 202 (Advanced Composition)	2	2	2
Theory 203, 204, 205 (Advanced Orchestration)	2	2	2
Music Education 126, 127, 128 (Conducting)	1	1	1
History of Music 206, 207, 208	2	2	2
Chorus 150^1, 150^2, 150^3 or Orchestra 151^1, 151^2, 151^3	0	0	0
German 35, 36, 37	4	4	4

ORGAN AND CHURCH MUSIC MAJOR

(Leading to degree of Bachelor of Music)

Freshman Year

Organ 46a, 47a, 48a	2	2	2
Piano 25b, 26b, 27b	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Solfege 37a, 38a, 39a	1	1	1
Dictation 37b, 38b, 39b	1	1	1
Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20[1], 20[2], 20[3]	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Science 20			4

Sophomore Year

Organ 76a, 77a, 78a	3	3	3
Piano 55b, 56b, 57b	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Solfege 67a, 68a, 69a	1	1	1
Dictation 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	2	2	2
Chorus 50[1], 50[2], 50[3]	0	0	0
English 73, 80	4	4	
Speech 31			4
Physical Education	1	1	1

Junior Year

Organ 136a, 137a, 138a	3	3	3
Voice 28b, 29b, 30b	1	1	1
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 126, 127, 128	1	1	1
History of Church Music 212, 213, 214	2	2	2
Chorus 100[1], 100[2], 100[3]	0	0	0
French 25, 26, 27	4	4	4
Physical Education	1	1	1

Senior Year

Organ 186a, 187a, 188a	3	3	3
Voice 58b, 59b, 60b	1	1	1
Theory 164, 165, 166 (Composition)	2	2	2
Advanced Choral Conducting and Literature 209, 210, 211	2	2	2
Music 215 (Gregorian Chant)	2		
Music 216 (Hymnology)		2	
Music 217 (Administration of Church Music)			2
Liturgics 218, 219, 220	2	2	2
Chorus 150[1], 150[2], 150[3]	0	0	0
German 35, 36, 37	4	4	4

MUSIC EDUCATION MAJOR

(General Supervisor)

(Leading to degree of Bachelor of Music Education)

Freshman Year

Piano 25b, 26b, 27b	1	1	1
Voice 28b, 29b, 30b	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Solfege 37a, 38a, 39a	1	1	1
Dictation 37b, 38b, 39b	1	1	1

Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20[1], 20[2], 20[3]	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Social Studies (Elective)			4
Physical Education	1	1	1

Sophomore Year

Piano 55b, 56b, 57b	1	1	1
Voice 58b, 59b, 60b	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Solfege 67a, 68a, 69a	1	1	1
Dictation 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	2	2	2
Chorus 50[1], 50[2], 50[3]	0	0	0
English 73, 80	4	4	
Speech 31			4
Biology 37, 38, Physics 20	4	4	4

Junior Year

Piano 105c, 106c, 107c	2	2	2
Voice 108c, 109c, 110c	2	2	2
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Education 70, 71, 72	2	2	2
Music Education 170, 170a, 171	2	2	2
Music Education 126, 127, 128	1	1	1
Chorus 100[1], 100[2], 100[3]	0	0	0
Mathematics 21 or 31	4		
Health 79		4	
Physchology 65			4
Physical Education	1	1	1

Senior Year

Piano 155c, 156c, 157c	2	2	2
Voice 158c, 159c, 160c	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Music Education 120, 121a, 122a	2	2	2
Music Education 171a, 172, 172a	2	2	2
Chorus 150[1], 150[2], 150[3]	0	0	0
Psychology 119	4		
Psychology 132		4	
Education 169			4
Education 113	4		
Directed Teaching 185, 186		5	5

MUSIC EDUCATION MAJOR

(Instrumental Supervisor)

(Leading to degree of Bachelor of Music Education)

Freshman Year

Major Instrument (Violin, Viola, 'Cello, or String Bass)	1	1	1
Piano 25b, 26b, 27b	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Solfege 37a, 38a, 39a	1	1	1
Dictation 37b, 38b, 39b	1	1	1
Survey of Music Literature 43, 44, 45	2	2	2
Orchestra 21[1], 21[2], 21[3]	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Social Studies (Elective)			4
Physical Education	1	1	1

Sophomore Year

Major Instrument (Violin, Viola, 'Cello, or String Bass)	1	1	1
Piano 55b, 56b, 57b	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Solfege 67a, 68a, 69a	1	1	1
Dictation 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	2	2	2
Orchestra 51^1, 51^2, 51^3	0	0	0
English 73, 80	4	4	
Speech 31			4
Biology 37, 38, Physics 20	4	4	4

Junior Year

Major Instrument (Violin, Viola, 'Cello, or String Bass)	2	2	2
Woodwind Instrument (Flue, Oboe, Clarinet or Bassoon)	2	2	2
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Education 70, 71, 72	2	2	2
Music Education 126, 127, 128	1	1	1
Music Education 191, 192, 193	2	2	2
Orchestra 101^1, 101^2, 101^3	0	0	0
Mathematics 21 or 31	4		
Health 79		4	
Physchology 65			4
Physical Education	1	1	1

Senior Year

Major Instrument (Violin, Viola, 'Cello, or String Bass)	2	2	2
Brass Instrument	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Music Education 120, 121b, 122b	2	2	2
Music Education 194, 195, 196	2	2	2
Orchestra 151^1, 151^2, 151^3	0	0	0
Psychology 119	4		
Psychology 132		4	
Education 169			4
Education 113	4		
Directed Teaching 185, 186		5	5

MUSIC EDUCATION MAJOR
(Instrumental Supervisor)
(Leading to degree of Bachelor of Music Education)

Freshman Year

Major Instrument (Woodwind or Brass)	1	1	1
Piano 25b, 26b, 27b	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Solfege 37a, 38a, 39a	1	1	1
Dictation 37b, 38b, 39b	1	1	1
Survey of Music Literature 43, 44, 45	2	2	2
Orchestra 21^1, 21^2, 21^3 or Band 22^1, 22^2, 22^3	0	0	0
English 25, 26, 27	4	4	4
History 27, 28 4	4	4	
Social Studies (Elective)			4
Physical Education	1	1	1

Sophomore Year

Major Instrument (Woodwind or Brass)	1	1	1
Piano 55b, 56b, 57b	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3

Solfege 67a, 68a, 69a	1	1	1
Dictation 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	2	2	2
Orchestra 51[1], 51[2], 51[3] or Band 52[1], 52[2], 52[3]	0	0	0
English 73, 80	4	4	
Speech 31			4
Biology 37, 38, Physics 20	4	4	4

Junior Year

Major Instrument (Woodwind or Brass)	2	2	2
String Instrument (Violin, Viola, 'Cello, or String Bass)	2	2	2
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Education 70, 71, 72	2	2	2
Music Education 126, 127, 128	1	1	1
Music Education 191, 192, 193	2	2	2
Orchestra 101[1], 101[2], 101[3] or Band 102[1], 102[2], 102[3]	0	0	0
Mathematics 21 or 31	4		
Health 79		4	
Physchology 65			4
Physical Education	1	1	1

Senior Year

Major Instrument (Woodwind or Brass)	2	2	2
Woodwind or Brass Instrument	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Music Education 120, 121b, 122b	2	2	2
Music Education 194, 195, 196	2	2	2
Orchestra 151[1], 151[2] 151[3] or Band 152[1], 152[2], 152[3]	0	0	0
Psychology 119	4		
Psychology 132		4	
Education 169			4
Education 113	4		
Directed Teaching 185, 186		5	5

Practice

Regular hours of practice are assigned each student by the Chairman of the Division. The number of hours of daily practice depends on the classification of the student. Mus.B students are required to practice four hours daily throughout their four years. Of other classifications of students, one or two hours daily practice is required.

Recitals

In order that students may become accustomed to appearing in public, frequent afternoon recitals are given. Public recitals are given by advanced students as often as it is consistent with their regular work.

All applicants for the Mus.B and Mus. Ed.B degree are required to appear on afternoon programs, once in the freshman year, twice in the sophomore and three times in both junior and senior years.

Opportunities are given students to hear the best music in concerts given by the members of the music faculty and visiting artists. Attendance at all recitals is obligatory.

Special Requirements

All non-resident students are required to practice in the Fine Arts Building under supervision.

All students, regular or special, are required to sing or play in any chorus, quartet, orchestra or band, in which their presence may be desired.

No student in the Department of Music may appear as a representative of the College in a public musical performance, except by permission of the Chairman of the Division of Fine Arts.

APPLIED MUSIC

PIANO

Freshman	Sophomore	Junior	Senior
Piano 25a—3 hrs.	Piano 55a—4 hrs.	Piano 105a—4 hrs.	Piano 155a—4 hrs.
Piano 25b—1 hr.	Piano 55b—1 hr.	Piano 105b—1 hr.	Piano 155b—1 hr.
Piano 25c—2 hrs.	Piano 55c—2 hrs.	Piano 105c—2 hrs.	Piano 155c—2 hrs.
Piano 26a—3 hrs.	Piano 56a—4 hrs.	Piano 106a—4 hrs.	Piano 156a—4 hrs.
Piano 26b—1 hr.	Piano 56b—1 hr.	Piano 106b—1 hr.	Piano 156b—1 hr.
Piano 26c—2 hrs.	Piano 56c—2 hrs.	Piano 106c—2 hrs.	Piano 156c—2 hrs.
Piano 27a—3 hrs.	Piano 57a—4 hrs.	Piano 107a—4 hrs.	Piano 157a—4 hrs.
Piano 27b—1 hr.	Piano 57b—1 hr.	Piano 107b—1 hr.	Piano 157b—1 hr.
Piano 27c—2 hrs.	Piano 57c—2 hrs.	Piano 107c—2 hrs.	Piano 157c—2 hrs.

VIOLIN

Freshman	Sophomore	Junior	Senior
Violin 31a—3 hrs.	Violin 61a—3 hrs.	Violin 111a—4 hrs.	Violin 161a—4 hrs.
Violin 31b—1 hr.	Violin 61b—1 hr.	Violin 111b—1 hr.	Violin 161b—1 hr.
Violin 31c—2 hrs.	Violin 61c—2 hrs.	Violin 111c—2 hrs.	Violin 161c—2 hrs.
Violin 32a—3 hrs.	Violin 62a—3 hrs.	Viloin 112a—4 hrs.	Violin 162a—4 hrs.
Violin 32b—1 hr.	Violin 62b—1 hr.	Violin 112b—1 hr.	Violin 162b—1 hr.
Violin 32c—2 hrs.	Violin 62c—2 hrs.	Violin 112c—2 hrs.	Violin 162c—2 hrs.
Violin 33a—3 hrs.	Violin 63a—1 hrs.	Violin 113a—4 hrs.	Violin 163a—4 hrs.
Violin 33b—1 hr.	Violin 63b—1 hr.	Violin 113b—1 hr.	Violin 163b—1 hr.
Violin 33c—2 hrs.	Violin 63c—2 hrs.	Violin 113c—2 hrs.	Violin 163c—2 hrs.

VIOLONCELLO

Freshman		Sophomore	
Violoncello 22a	3 hrs.	Violoncello 52a	3 hrs.
Violoncello 22b	1 hr.	Violoncello 52b	1 hr.
Violoncello 22c	2 hrs.	Violoncello 52c	2 hrs.
Violoncello 23a	3 hrs.	Violoncello 53a	3 hrs.
Violoncello 23b	1 hr.	Violoncello 53b	1 hr.
Violoncello 23c	2 hrs.	Violoncello 53c	2 hrs.
Violoncello 24a	3 hrs.	Violoncello 54a	3 hrs.
Violoncello 24b	1 hr.	Violoncello 54b	1 hr.
Violoncello 24c	2 hrs.	Violoncello 54c	2 hrs.

Junior		Senior	
Violoncello 102a	4 hrs.	Violoncello 152a	4 hrs.
Violoncello 102b	1 hr.	Violoncello 152b	1 hr.
Violoncello 102c	2 hrs.	Violoncello 152c	2 hrs.
Violoncello 103a	4 hrs.	Violoncello 153a	4 hrs.
Violoncello 103b	1 hr.	Violoncello 153b	1 hr.
Violoncello 103c	2 hrs.	Violoncello 153c	2 hrs.
Violoncello 104a	4 hrs.	Violoncello 154a	4 hrs.
Violoncello 104b	1 hr.	Violoncello 154b	1 hr.
Violoncello 104c	2 hrs.	Violoncello 154c	2 hrs.

VOICE

Freshman	Sop homore	Junior	Senior
Voice 28a—3 hrs.	Voice 58a—3 hrs.	Voice 108a—4 hrs.	Voice 158a—4 hrs.
Voice 28b—1 hr.	Voice 58b—1 hr.	Voice 108b—1 hr.	Voice 158b—1 hr.
Voice 28c—2 hrs.	Voice 58c—2 hrs.	Voice 108c—2 hrs.	Voice 158c—2 hrs.

Voice 29a—3 hrs.	Voice 59a—3 hrs.	Voice 109a—4 hrs.	Voice 159a—4 hrs.
Voice 29b—1 hr.	Voice 59b—1 hr.	Voice 109b—1 hr.	Voice 159b—1 hr.
Voice 29c—2 hrs.	Voice 59c—2 hrs.	Voice 109c—2 hrs.	Voice 159c—2 hrs.
Voice 30a—3 hrs.	Voice 60a—3 hr .	Voice 110a—4 hrs.	Voice 160a—4 hr .
Voice 30b—1 hr.	Voice 60b—1 hr.	Voice 110b—1 hr.	Voice 160b—1 hr.
Voice 30c—2 hrs.	Voice 60c—2 hrs.	Voice 110c—2 hrs.	Voice 160c—2 hrs.

ORGAN

Freshman	Sophomore	Junior	Senior
Organ 46a—3 hrs.	Organ 76a—3 hrs.	Organ 136a—3 hrs.	Organ 186a—3 hrs.
Organ 46b—1 hr.	Organ 76b—1 hr.	Organ 136b—1 hr.	Organ 186b—1 hr.
Organ 46c—2 hrs.	Organ 76c—2 hrs.	Organ 136c—2 hrs.	Organ 186c—2 hrs.
Organ 47a—3 hrs.	Organ 77a—3 hrs.	Organ 137a—3 hrs.	Organ 187a—3 hrs.
Organ 57b—1 hr.	Organ 77b—1 hr.	Organ 137b—1 hr.	Organ 187b—1 hr.
Organ 47c—2 hrs.	Organ 77c—2 hrs.	Organ 137c—2 hrs.	Organ 187c—2 hrs.
Organ 48a—3 hrs.	Organ 78a—3 hrs.	Organ 138a—3 hrs.	Organ 188a—3 hrs.
Organ 48b—1 hr.	Organ 78b—1 hr.	Organ 138b—1 hr.	Organ 188b—1 hr.
Organ 48c—2 hrs.	Organ 78c—2 hrs.	Organ 138c—2 hrs.	Organ 188c—2 hrs.

THEORETICAL AND HISTORICAL

34-35-36—**Harmony.** Three hours each quarter.

Elementary harmony beginning with scales, intervals, triads and their inversions; cadences; the dominant seventh chords and their inversions; secondary chords and inversions; dominant ninth and its inversion; modulation, etc. Approximately one-third of the time is given to keyboard harmony.

64-65-66—**Adcanced Harmony.** Three hours each quarter.

Prerequisite: 34-35-36.

Review of Harmony 34, 35, 36. Secondary seventh chords and their inversions; mixed chords and their inversions; altered chords; non-harmonic tones, etc. Approximately one(third of the time is given to keyboard harmony.

114-115-116—**Harmonic and Form Analysis.** Two hours each quarter.

Harmonic and formal analysis of the forms of polyphonic and harmonic structures and innovations in the works of composers of the modern school are also analyzed.

117-118-119—**Elementary Counterpoint.** Two hours each quarter.

Prerequisite: 64-65-66.

A study of the fundamentals of melody writing and voice association, at the conclusion of which the student will be able to write a two-part invention employing canonic imitation.

164-165-166—**Composition.** Two hours each quarter.

Prerequisite: 114-115-116.

Composition in the smaller forms up to and including the sonatina form. Students in this course are expected to present at student recitals such of their compositions as the teacher may select.

167-168-169—**Orchestration.** Two hours each quarter.

Prerequisite: 114-115-116.

A study of the individual characteristics of the various instruments comprising the modern orchestra, and of the orchestra as a whole. The arrangement for the orchestra of original and standard compositions.

197-198-199—**Advanced Counterpoint.** Two hours each quarter.

Prerequisite: 117-118-119.

Applied counterpoint; imitation, canon; invention; invertible counterpoint; Fugue.

200-201-202—**Advanced Composition.** Two hours each quarter.
Prerequisite: 164-165-166.
The Sonata-Allegro form; Art songs; part songs and anthems.

203-204-205—**Advanced Orchestration.** Two hours each quarter.
Prerequisite: 167-168-169.

37a-38a-39a—**Solfege.** One hour each quarter.

37b-38b-39b—**Dictation.** One hour each quarter.
Drill in scales and intervals. Rhythmic problems. Dictation of simple melodies and chords.

67a-68a-69a—**Advanced Solfege.** One hour each quarter.
Prerequisite: 37a-38a-39a.

67b-68b-69b—**Advanced Dictation.** One hour each quarter.
Prerequisite: Dictation 37b, 38b, 39b.
Complicated rhythms, chromatic scales. reading in different clefs. Dictation of exercises in rhythm and intonation.

43-44-45—**Survey of Music Literature.** Two hours each quarter.
A cultural course in the appreciation of music. The object of the course is the attainment of appreciative listening and individual understanding of a composer's musical message.

73-74-75—**History of Music.** Two hours each quarter.
Prerequisite: 43-44-45.
Music of primitive nations. The musical instruments of the Bible. Music of the early Christian Church. Rise and developments of liturgy. Notation. Music and the Renaissance. The Polyphonic Age. The rise of opera and oratorio. The periods of Bach and Handel, Haydn and Mozart. The advent of Beethoven. The rise of virtuosity and romanticism. Wagner and the new operatic tendencies. American musical development.

206-207-208—**Music in World Civilization.** Two hours each quarter.
Prerequisite: Music History 73-74-75.
A background of cultural history designed for the music student; the place of music in the educational, religious, social, and esthetic life of all peoples and all ages.

First quarter. Ancient and medieval civilizations; ancient Egypt and Mespotamia; ancient and medieval China and India; Greece and Rome; the Byzantine Empire; the culture of Islam.

Second quarter. Western civilization; the middle ages and the renaissance; 5th through the 17th centuries.

Third quarter: Modern times; the age of reason; the Europeanization of the world; contemporary trends.

MUSIC LITERATURE

221-222-223—**Piano Literature.** One hour each quarter
Required of all senior piano majors.

224-225-226—**Vocal Literature.** One hour each quarter.
Required of all senior voice majors.

227-228-229—**String Literature.** One hour each quarter.
Required of all senior violin, viola, or 'cello majors.

ENSEMBLE

123-124-125—**Ensemble.** Two hours each quarter.
A study of two-piano literature and arrangements for two pianos, four

hands, with emphasis on the various aspects of ensemble playing in general. Reading at sight.

173-174-175—**Advanced Ensemble.** Two hours each quarter.

Prerequisite: 123-124-125.

A study of Trios by Schubert, Beethoven, etc., and Sonatas for Violin and piano by Bach, Grieg, Brahms, and Caesar Franck. Accompanying

MUSIC EDUCATION (Public School Music)

70—**Elementary Music Methods.** Two hours.

Procedures for teaching children in the first, second, and third grades are presented. Topics discussed include: remedial work for non-singers, presentation of rote songs, the child voice, development of rhythmic and melodic expression, reading readiness, and listening. Students critically evaluate materials appropriate for use in the public schools.

71—**Intermediate Music Methods.** Two hours.

Problems peculiar to the fourth, fifth, and sixth grades are discussed. Music reading, listening, rhythmic and creative activities, part-singing, and the instrumental music program are among the topics presented. Materials appropriate for these grades and activities are evaluated.

72—**Junior High School Music Methods.** Two hours.

Materials and methods appropriate for the seventh, eighth, and ninth grades are presented. Continuation of part-singing, the adolescent voice, choral and instrumental activities, and general music classes are included in this course. Materials suitable for junior high school students are examined.

95—**Fundamentals of Music.** Four hours.

This course is designed to give students without previous musical experience a basic knowledge of the fundamentals of music. Principles of notation, construction of major and minor scales, intervals, solmization, tendency tones, and triads are among the topics presented. Singing and written drill are included. This course may not be applied toward a Bachelor of Music or Bachelor of Music Education Degree.

96—**Music for Elementary School Children.** Four hours.

Prerequisite: Music 95.

Materials and methods of presenting music to children in the first six grades are studied. This course may not be applied toward a Bachelor of Music or Bachelor of Music Education Degree.

97—**The Enjoyment of Music.** Four hours.

Prerequisite: None.

The student is introduced to certain elements and principles of music necessary for intelligent listening and appreciation. The chief developments in music history, the works of master composers, folk music, and trends in contemporary music are surveyed. Required reading and extensive listening form an integral part of the course. This course may not be applied toward a Bachelor of Music or Bachelor of Music Education Degree.

120—**Senior High School Music Methods.** Two hours.

Prerequisite: Music 70-71-72.

Students are given an insight into problems relating to the organization and administration of a well-balanced program of music in the high school. Aspects of the music program discussed are: music in the assembly, visual aids, elective music classes in appreciation, theory, and history, piano classes, concerts and festivals, housing and physical equipment, tests and measurements, and the high school music teacher. In addition, students will be expected to be familiar with the development of public school music in the United States and with current philosophies of music education.

121a—**Senior High School Choral Methods and Literature.** Two hours.
Prerequisite: Music 120.
Problems peculiar to the choral director are presented. Topics discussed include: organization and administration of choral activities. voice class, small ensembles, boy's glee club, girl's glee club, mixed chorus, public performances, and rehearsal techniques. Students critically examine choral materials appropriate for high school use.

121b—**Senior High School Instrumental Methods and Literature.** Two hours.
Prerequisite: Music 120.
The instrumental director and his problems are discussed. Topics covered are: rehearsal techniques, instrumental ensembles, problems of the string, woodwind, brass, and percussion groups, program building, and minor instrument repairs. In addition, students are given an opportunity to critically evaluate materials suitable for public school use.

122a—**Curriculum Problems in Music Education.** Two hours.
Prerequisite: Music 121a.
Students are permitted to discuss problems of interest to them in music education. The course includes research by the students in their particular phase of interest.

122b—**Organization and Administration of School Orchestra and Bands.** Two hours.
Prerequisite: Music 121b.
Techniques of promoting and maintaining successful orchestras, bands, and instrumental ensembles are discussed. Research by the students is an integral part of the course. Special emphasis is given to the problems of marching bands and pageantry.

126-127-128—**Conducting.** One hour each quarter.
The fundamentals of choral and orchestral conducting are studied. Opportunity is given to students to study and conduct music appropriate for use in public schools.

170, 170a—**Instrumental Class (Strings).** Two hours each quarter.
Practical string class instruction is given to general supervisory students on the violin, viola, violoncello, and double bass. Students learn correct playing positions for each instrument. Materials applicable for public school purposes are critically examined.

171, 171a—**Instrumental Class (Woodwinds).** Two hours each quarter.
Woodwind class instruction of a practical nature is given to general supervisory students on the clarinet, flute, oboe, and bassoon. Considerable attention is devoted to embouchure and fingering problems of each instrument. Suitable materials for public school use are evaluated.

172, 172a—**Instrumental Class (Brass).** Two hours each quarter.
Practical class instruction is given to general supervisory students on trumpet, mellophone, French horn, baritone, trombone, and tuba. Critical examination of materials appropriate for use in public schools is included.

176-177-178—**Diction.** Two hours each quarter.
Prerequisite: Junior Voice.
The correct use and pronunciation of English, Italian, French and German as applied to the vocal art, with special stress on Italian.

179-180-181—**Vocal Pedagogy.** Three hours each quarter.
Vocal characteristics of various types of voices. Treatment which should be applied to each. Appropriate exercises for correcting various vocal defects. Teaching material suitable for various types of voices. Discussions of musical literature of different periods including opera, oratorio and lieder. Exercises for physical development.

182-183-184—**Piano Pedagogy.** Three hours each quarter.
Modern methods of teaching children are studied. The work includes lectures, observation of private and class lessons, and practice teaching under supervision. The problem involved in the teaching of piano to adults is considered. Through lectures, discussions, prescribed reading and actual teaching experience, the student is given a background for future work. Practice teaching is done throughout the senior year under supervision.

185-186-187—**Violin Pedagogy.** Three hours each quarter.
This course is intended for students who expect to teach. In addition to the study of different methods of presenting basic technical problems, and the review of various etudes, concertos, and other compositions, the student has the advantage of observing and participation in both individual and class teaching.

188-189-190—**Opera Workshop.** Two hours each quarter.
This is designed to give basic experience and actual participation in all forms of opera. Acting, costuming, and production of works for the musical stage will be stressed. The activities of the workshop culminates in actual operatic presentations. Required of all junior voice majors.

191—**String Instruments Class Methods.** Two hours.
Instrumental supervisory students receive practical class instruction on the violin, viola, violoncello, and double bass. Correct playing positions for each instrument as well as problems of beginning string students are discussed. Suitable materials for public school classes are examined.

192—**Woodwind Instrument Class Methods and Reed Making.** Two hours.
Practical class instruction is given to instrumental supervisory students on the clarinet, flute, oboe, and bassoon. Embouchure and fingering problems are discussed. Part of the course is devoted to making and adjusting double reeds. Materials appropriate for use in public schools are evaluated double reeds. Materials appropriate for use in public schools are evaluated.

193—**Brass Instrument Class Methods.** Two hours.
Class instruction of a practical nature is given to instrumental supervisory students on trumpet, mellophone, French horn, baritone, trombone, and tuba. Considerable attention is devoted to the problems of beginning brass students and to the examination of materials suitable for public school use.

194—**Advanced String Instrument Class Methods.** Two hours.

195—**Advanced Wind Instrument Class Methods.** Two hours.

196—**Percussion Instrument Class Methods.** Two hours.
Practical class instruction is given to instrumental supervisory students on snare drum, timpani, marimba, bells, and other percussion instruments. Materials applicable for public school use are evaluated.

209-210-211—**Advanced Choral Conducting and Materials.** Two hours each quarter.
Prerequisite: 126-127-128 and two years of voice.
Conducting and interpretation of representative works of the great choral schools and composers since the sixteenth century. Study of the style of each period and opportunities for the formation of judgment in the field of choral music through the examination of a cross section of the literature, the use of recordings and performance of many works in class. The fall quarter is devoted to church chorus and sacred music.

230-231-232—**Advanced Instrumental Conducting and Study of Band and Orchestral Materials.** Two hours each quarter.

238-239-240—**Opera Workshop.** Two hours each quarter.
Continuation of 188-189-190. Required of all senior voice majors.

CHURCH MUSIC

212-213-214—**History of Church Music.** Two hours each quarter.

Fall quarter: History of Christian church music, with emphasis on the use of the literature of all periods in the modern service.

Winter quarter: History of organ music, with emphasis on its use in the church service.

Spring quarter: Practical aspects of the music of the church: Service playing, improvisation, conducting from the console, etc. Practical use of the material studied the first two quarters. Organ pedagogy.

215-216-217—**Practical Church Music.** Two hours each quarter.

Fall quarter: Gregorian chant; its history and development; analysis of the modal system and formal structure; training in reading Gregorian notation; use of Gregorian music in modern liturgical or non-liturgical services

Winter quarter: Hymnology. The history of the Christian hymn; the use of the hymns of all periods in the modern service; training in playing hymns at the organ and piano, and in leading congregational singing.

Spring quarter: Administration of church music. Methods of choir organization and training; practical aspects of the problems of the volunteer choir system; building the musical program of the church; development of a church music library.

218-219-220—**Liturgies.** Two hours each quarter.

Fall quarter: The meaning and place of liturgy in worship; the Jewish, Eastern Orthodox, and Roman Catholic liturgies, and their music.

Winter quarter: Liturgies of the Reformation period; the services and music of the Lutheran, Calvinist, and Anglican churches.

Spring quarter: The services and music of the non-liturgical churches.

PRACTICAL MUSIC

20^1-20^2-20^3—**Choral Music.** No credit.

50^1-50^2-50^3—**Choral Music.** No credit.
Prerequisite: 20^1-20^2-20^3.

100^1-100^2-100^3—**Choral Music.** No credit.
Prerequisite: 50^1-50^2-50^3.

150^1-150^2-150^3—**Choral Music.** No credit.
Prerequisite: 100^1-100^2-100^3

21^1-21^2-21^3—**Orchestral Music.** No credit.

51^1-51^2-51^3—**Orchestral Music.** No credit.
Prerequisite: 21^1-21^2-21^3.

101^1-101^2-101^3—**Orchestral Music.** No credit.
Prerequisite: 51^1-51^2-51^3.

151^1-151^2-151^3—**Orchestral Music.** No credit.
Prerequisite: 101^1-101^2-101^3.

22^1-22^2-22^3—**Band Music.** No credit.

52^1-52^2-52^3—**Band Music.** No credit.
Prerequisite: 22^1-22^2-22^3.

102^1-102^2-102^3—**Band Music.** No credit.
Prerequisite: 52^1-52^2-52^3.

152^1-152^2-152^3—**Band Music.** No credit.
Prerequisite: 102^1-102^2-102^3.

GRADUATE COURSES

APPLIED COURSES

502-503-504—**Violin or 'Cello.** Four hours each quarter.

505-506-507—**Piano.** Four hours each quarter.

508-509-510—**Voice.** Four hours each quarter.

517-518-519—**Organ.** Four hours each quarter.

THEORETICAL AND HISTORICAL

521-522-523—**Analytical Technic.** Two hours each quarter.
A graduate course in the technic of Harmonic and Contrapuntal Analysis.

524-525-526—**Pedagogy of Theory.** Two hours each quarter.
A course in the teaching of theory for the graduate student.

527-528-529—**Music Literature.** Four hours each quarter.
Advanced work in various fields of Musical Literature with special emphasis on the style-analysis and the performance of music of all periods by members of the class.

536-537-538—**Advanced History of Music.** Four hours each quarter.
Prerequisite: 73-74-75.
A graduate seminar course. The various fields of music are covered in detail by means of individual reports and papers from members of the class.

MUSIC EDUCATION

530-531-532—**Psychology of Music.** Two hours each quarter.
This course is designed particularly for teachers and prospective teachers of music. Its aim is to present material from the Science of Psychology which leads to an understanding of individual differances in musical capacities and concomitant application in teaching. As a basic course it deals with the fundamentals which are essential to an understanding of current psychological Tests and Measurements in Music.

533-534-535—**Seminar in Music Education.** Two hours each quarter.
This course is required of all students who are pursuing the Master's Degree in Music Education. The course is open by permission to other graduate students who are interested in teaching music in a university, college, conservatory, or public school. Current philosophies of education are reviewed with special emphasis being placed on application to music in the curriculum. Problems of interest to the students are discussed. Each student engages in a special study of some problem associated with that aspect of music teaching in which he is most interested. The general work of this course is adaptable to the interest of all teachers of music.

ART

Mr. Ambrose Miss D'Olive Mr. Lok

Majors in art may be arranged in three fields of concentration: Drawing and Painting, Advertising Design, and the Crafts.

Courses recommended for the fulfillment of specialized education in art for Class B Special Subject Field Teacher Certification are:
Art 21, 23, 28, 32, 34, 36, 112, 113, 118, 121, 123, and 125.....48 hours

Students should also elect a speech arts course in stagecraft.

Exhibitions on tour, student exhibitions, etc., are arranged and pre-

sented by the faculty, student committees, and members of the local chapter of Kappa Pi, national honorary art fraternity.

The Department reserves the right to retain student work for exhibition purposes.

21—**Beginning Drawing.** Four hours.

Drawing in various black and white media beginning with pencil and charcoal with further experiments in ink, wash, and mixed techniques. Studies in linear perspective and light and shade.

23—**Beginning Design.** Four hours.

Study of the terms of visual design, simple problems in balance and counter balance, line, texture, and a number of more extensive problems involving all the design elements and bridging the gap between abstract and natural symbols. Some simple lettering and theory of color.

25—**Introductory Art.** Four hours.

Fundamentals of lettering; perspective; light and shade; figure and animal drawing; color theory; still life; landscape; design. For students in the teaching programs.

26—**Elementary School Art.** Four hours.

Prerequisite: Fine Arts 25.

Problems in this course follow work suggested by the Mississippi Course of Study in Art for Elementary Schools.

28—**Intermediate Drawing.** Four hours.

Prerequisite: Art 21 or equivalent.

More complex still life drawings in black and white, some figure and landscape study. An introduction to the more fluid media, tempera, watercolor and mixed techniques in color.

32—**Intermediate Design.** Four hours.

Prerequisite: Art 23 or equivalent.

Problems in two and three dimensional design involving various kinds of color harmony, in a variety of media.

34a, b, c—Figure Drawing. Four hours each.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

Study of the construction and the use of the human figure in design. Drawing from the model in various media.

36—**Clay Modeling.** Four hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

A study of three-dimensional design as applied to ceramic materials. Problems in small sculpture and simple vessel forms.

52—**Graphic Arts I.** Four hours.

Prerequisite: Art 21, 23, 28, and 32 or equivalent.

A study of design for, and techniques of, the various graphic arts (i.e., etching, drypoint, lithograph, etc.). Studio problems in some of the above techniques.

108—**Problems in Lettering for the Nonprofessional.** Four hours.

Open to all students. Practice and experiment with basic alphabets in pen and brush and their organization. Specially designed for those interested in retail selling and others needing some knowledge of poster and show card work.

110—**Allied Arts of Design and a Basis for Criticism.** Four hours.

A series of illustrated lectures on the "minor arts": Ceramics, stained glass, fabric, wood, and metal work with a systematic basis for criticism using function, form, materials, and design. Open to all students.

112—**History of Art I.** Four hours.
Pre-renaissance and renaissance art. A course in appreciation. Open to all students.

113—**History of Art II.** Four hours.
Post-renaissance and modern art. A course in appreciation. Open to all students.

118—**Water Color Painting I.** Four hours.
Prerequisite: Art, 21, 23, 28, and 32 or equivalent.
Studies in still life, figure, and some landscape in transparent and opaque watercolor.

120—**Pictorial Composition.** Four hours.
Prerequisite: Art, 21, 23, 28, and 32 or equivalent.
Study of the elements of picture building with exemplary problems in various media.

121—**Oil Painting I.** Four hours.
Prerequisite: Art, 21, 23, 28, and 32 or equivalent.
Studies in the technique of oil painting. Some problems in still life and landscape.

122—**Rendering.** Four hours.
Prerequisite: Art, 21, 23, 28, and 32 or equivalent.
The rendering of objects and materials for commercial presentation. Recommended for those interested in any form of commercial art.

123—**Lettering and Layout.** Four hours.
Prerequisite: Art, 21, 23, 28, and 32 or equivalent.
Hand and precision lettering and advertising and show card layout.

124—**Surface Decoration.** Four hours.
Prerequisite: Art, 21, 23, 28, and 32 or equivalent.
Wallpaper and textile design, making use of stencil, block printing and silk screen process. A study of production methods in this field.

125—**Teaching of Art.** Four hours.
Prerequisite: Fine Arts 25, 26.
Aims and activities of art education in the elementary grades. Materials, equipment, sources of supply, etc.

128—**Jewelry Design I.** Four hours.
Prerequisite: Art, 21, 23, 28, and 32 or equivalent.
The design of modern costume jewelry, a study of techniques and production of simple pieces.

131—**Ceramics.** Four hours.
Prerequisite: Art 36.
Study of forming techniques (throwing on the wheel, etc.), glazing and other ceramic processes beyond the scope of Art 36.

132—**Special Projects for Elementary Teachers I.** Two hours.
Some projects in art and methods of presentation to children in the grades.

133—**Special Projects for Elementary Teachers II.** Two hours.
Additional projects as in Art 132. (Need not necessarily follow Art 132).

134—**Advertising Design.** Four hours.
Prerequisite: Art 122 and 123.
Practical problems in layout of page, section, and design of labels and packages.

135—**Graphic Arts II.** Four hours.
Prerequisite: Graphic Arts I.
Further problems in design and production using various graphic media.

137—**Graphic Arts III.** Four hours.
Prerequisite: Graphic Arts II.
A continuation of Graphic Arts II.

150—**Water Color Paintin II.** Four hours.
Prerequisite: Art 118.
More complex problems in watercolor involving selection of material for compositions in landscape, figure, and still life.

152—**Oil Painting II.** Four hours.
Prerequisite: Art 21.
Further study of composition in oil with emphasis on color harmony. Some problems involving selection of subject matter.

154—**Illustration.** Four hours.
Prerequisite: Art 34, 120.
Practical problems in the illustration of poems and short stories. Black and white and color studies involving the relation of medium and technique to subject.

156—**Mural.** Four hours.
Prerequisite: Art 34, 120.
The design of several large-scale mural projects culminating in the execution of one in a choice of medium. Special study of the relation of wall decoration to the surrounding architecture.

158—**Advertising Project.** Four hours.
Prerequisite: Art 134.
Full quarter series or unit project in advertising design and presentation involving considerable research. Seminar.

160—**Jewelry Design II.** Four hours.
Prerequisite: Art 128.
Further study of processes. The setting of gem stones and other problems of the craft.

162—**Advanced Ceramics.** Four hours.
Prerequisite: Art 131.
Special problems in ceramic decoration; experiments in glaze making, firing technique, and clay bodies.

163—**Studio Problems in Oil Painting.** Four hours.
Prerequisite: Art 121, 152.
Further study in oils based on experiments in Art 121 and 152, with special emphasis on techniques and specialized subject matter fields.

DIVISION OF HEALTH AND PHYSICAL EDUCATION AND RECREATION

C. E. McCarver, Chairman

Instruction: Mr. Carr, Miss Davis, Miss Hill, Mr. Johnson, Dr. Kohler, Dr. McCarver, Dr. Milam, Dr. Switzer, Dr. Watkins.

Varsity Coaching: Mr. Green, Mr. Smith, Mr. Stuart, Mr. Vann.

The health and physical education program is operated for the following purposes: (1) to promote the health and fitness of college students; (2) to build a basis in scientific information for good health attitudes and habits; (3) to train in habits of exercise; (4) to offer opportunity for recreation; (5) to prepare teachers, coaches, health educators, supervisors, and administrators, and other specialists in the fields of school and community health, physical education and recreation.

Six hours of physical education actvity courses are required of all students. Those students showing proficiency may choose activities during the sophomore year. Varsity players may receive credit for activity courses during the regular season.

Following the medical examination, students are interviewed in order to guide them to indicate programs and remedial procedures. Physical education courses may be assigned in accordance with the results of this examination, e.g., women students unable to participate in strenuous activity would take physical education 11w, 12w, and 13w in lieu of 1w, 2w, and 3w.

Men are required to have suitable uniforms consisting of "T" shirts, shorts, and soft-soled shoes. Freshman women and physical education majors must wear an all-white gym suit. Modern dance students will wear leotards and sandals.

Course numbers followed by "w" indicate courses open **only** to women. Course numbers followed by "m" indicate courses open **only** to men. Courses without the letter are coeducational.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

HEALTH, PHYSICAL EDUCATION, OR RECREATION MAJORS

A. Core Curriculum

	Hours	
English 25, 26, 27	12	
Sophomore Literature	8	
History 27, 28	8	
Social Studies (from two of the following fields: geography, government, sociology, economics)	8	
Biology 37, 38	8	
Mathematics	4	
Psychology 65	4	
Physical Education 1, 2, 3, Elec. (3)	6	
Health 79	4	
Physical Science (4 hrs. Mathematics may be included)	8	
Speech	4	
Art or Music	4	78

B. Professional Requirements

Education 20, 113, 169, 185, 186, Elective	24	
Psychology 119, 132	8	
Methods in Health (155)	4	36

C. Major Field Core(Health and Physical Education)

Men and Women		
Physical Education 70, 149, 151, 190, 144 or 187	18	
Health 151 or 196, 166 or Biology 136 (4)	6	
Biology 182	4	
Recreation 140	4	32
Additional requirements for men:		
Physical Education 118, elect 4 hours from 100a, b, c, d	6	
Elect 2 hours from Health 133, P. E. 120	2	8
Additional requirements for women:		
Health 133, Physical Education 110w, 122	8	8
Free Electives		38
		192

D. Major Core (Recreation)

Recreation 133, 140, 148, 169, 191	16	
Physical Education 125, 144a, 149, 151	12	
Guided electives from at least 4 of the following areas:*		
(1) Sports and Games: individual and group (Physical Education)		
(2) Dance: folk, square, modern, social (Physical Education)		
(3) Arts and Crafts: drawing, design, painting, clay modeling, ceramics (Fine Arts)		
(4) Industrial Arts: woodworking, metalcraft, shop work (Industrial Arts)		
(5) Music: Appreciation, methods, fundamentals, applied music (Fine Arts)		
(6) Dramatics: acting, production, directing (Speech Arts)		
(7) Nature Study: insect and plant life, gardening, animal and bird lore, study of fish, minerals, etc. (Divisions of Biological Science, Physical Science, and Industrial Arts)		
(8) Administrative Skills: budgeting, personnel and plant management, salesmanship (Divisions of Commerce, Education, and Psychology)		
* Certain courses in other related areas such as audio-visual education, forensics, home economics, journalism, photography, safety and health, and sociology may be offered as partial fulfillment of major requirement	24	52

E. Free electives to bring total number of hours to a minimum of 192 hours.

SPECIAL AREAS OF CONCENTRATION IN HEALTH AND PHYSICAL EDUCATION:

1. High School Teachers of Health and Physical Education (Men and Women).

2. High School Teachers of Health and Physical Education (Coaches).

3. Health Educators.

It is recommended that those desiring a concentration in this area select Biology 37, 38, 39, and 139; Chemistry 25 and 26; Physics 80 and 81; Mathematics 32 or 35; and Health 27, 125, 131, 155 and 192. Adjustments may be made in the professional requirements.

4. Sanitarians.

It is recommended that those desiring concentration in this area select Chemistry 25, 26, 27; Mechanical Drawing 27, 28; Biology 139 and 145; and Health 131.

5. Recreational Leaders.

HEALTH

27—**Community Health.** Four hours.

Community control of environmental health hazards, community control of disease; health agencies.

79—**Personal Health.** Four hours.

The human body and its functioning as related to problems of health and disease.

123—**Food Problems as Related to Health.** Two hours. (Home Economics).

125—**Problems of Child Health.** Four hours.

Prerequisite: Health 79 and junior standing.

Child safety, nutrition, diseases of children, mental health of children, growth.

131—**Sanitation.** Four hours.

Problems of sanitation in the home and school, in food producing and handling, water supply, waste and excreta disposal. Based on an understanding of general biology.

133—**First Aid.** Two hours.

Standard first aid as approved by the American Red Cross.

134—**Home Nursing.** Two hours. (Home economics).

The care of the sick in the home.

135—**Safety Education.** Two hours.

A study of the general program of safety education in public schools with special reference to the selection and organization of materials including the methods and techniques of instruction. Visual aids, safety projects, special programs, and the utilization of agencies outside of school are emphasized.

137—**Driver Education.** Two hours.

Driver education provides an opportunity for public school teachers to be certified, covering such items as program of instruction, use of training cars, delegation of authority, legal responsibilities, and qualifications of teachers.

143—**Advanced First Aid.** Two hours.

Prerequisite: Health 133.
Red Cross Certification granted for instructors.

151—**Marriage Problems and the Family.** Four hours. (Home economics).

152—**Physiology of Exercise.** Four hours.

A study of the physiological changes which occur in the body during muscular activity. Based on a general understanding of the human body.

154—**Health Education.** Four hours.

Using community resources and community organization. Coordinating the school program with the community program. Special emphasis on materials and techniques for elementary schools.

155—**Health Education for High School Teachers.** Four hours.

Materials and techniques for high school teachers of health. Conducting the school health program at the secondary level. Primarily for students majoring or minoring in health and physical education.

166—**Anatomy of Muscles, Joints and Bones.** Two hours.

192—**School Health.** Four hours.

Organization and operation of school health program.

194—**Evaluation in Health and Physical Education.** Four hours.

Tests in health, fitness, strength, skills, and abilities. Administration and interpretation. Open to qualified seniors and graduates.

196—**Marriage and Family Life.** Four hours.

Physical. emotional and medical basis and preparation for successful courtship, marriage, and parenthood.

540—**Problems of Administration in Health, Physical Education and Recreation.** Four hours.

Objectives: selection, and care of equipment, school and community organizations, facilities, budget, and finance, educational publicity.

542—**Problems of Curriculum in Health and Physical Education.** Four hours.

Fundamental principles and bases of curriculum construction, analysis of activities for teaching purposes, program planning.

544—**Foundations and Trends in Health and Physical Education.** Four hours.

Scientific bases, history, principles, curriculum, and professional preparation.

545—**Problems in Recreation.** Four hours.

Special problems in recreation will be given primary attention. These include small town recreation, the school and recreation coordinating community recreation services, field trips, and public relations, program planning for given situations, and survey for recreational needs.

546—**Advanced School Hygiene.** Four hours.

Health service, plant and equipment, meeting community needs, utilizing community resources, health instruction.

548—**Seminar in Health and Physical Education.** Two hours.

Discovery and recognition of problems, evaluation of problems and procedures, types and techniques of research.

PHYSICAL EDUCATION

Theory Courses

56—**History of Physical Education.** Two hours.

70—**Introduction to Health, Physical Education, and Recreation.** Four hours.

100m-a-b-c-d—**Coaching of Competitive Sports.** Eight hours.

100m-a—**Football.** Two hours.

100m-b—**Basketball.** Two hours.

100m-c—**Baseball.** Two hours.

100m-d—**Track.** Two hours.

110w—**Techniques of Coaching and Officiating Team Sports for Women.** Four hours.
Soccer, speedball, field hockey, basketball, volleyball, softball, organization G.A.A., intramural, tournaments.

118m—**Care of Athletic Injuries.** Two hours.

120m-w-a-b-c—**Techniques of Teaching Tumbling and Calisthenics.** Two hours each.

121a-b-c-d-e-f—**Beginners, Intermediate, Advanced Modern Dance.** One hour.
(Obtain permission of instructor.)

122—**Techniques of Teaching Rhythmics.** Two hours.
Prerequisite: Some knowledge of music.

144a—**Life Saving and Water Safety.** Two hours.

144b—**Water Safety, Instructors' Course.** Two hours.

149—**Physical Education in the Elementary School.** Four hours.

151m-w—**Physical Education in the High School.** Four hours.

152.—**Physiology of Exercise.** Four hours.
A study of the physiological changes which occur in the body during muscular activity.

155m—**Techniques of Officiating Sports.** Four hours.

160m—**Techniques of Athletic Management.** Four hours.

181—**Preventive and Corrective Physical Education.** Four hours.

182—**Kinesiology.** Four hours.

187—**Theory of Teaching Swimming and Diving.** Two hours.
Prerequisite: Physical Education 125 or equivalent.

190—**Organization and Administration of Health and Physical Education.** Four hours.

195a-b-c—**Coaching the Minor Sports.** Two hours each.

Activity Courses

Six hours of Physical Education courses are required of all students. All students should have one, two, and three courses in freshman year. Three additional hours may be secured by electing any of the 100 activity courses.

1, 2, 3w—**Seasonal Sports and Activities for Freshman Women.** One hour each.
(1w meets 3 days a week fall quarter only).

1w—**Body Mechanics, Volleyball and Basketball.**

2w—Choice **of Modern or Folk, Square and Social Dancing.**

3w—**Softball and Swimming.**

1, 2, 3m—**Seasonal Sports and Activities for Freshman Men.** One hour each.
Tumbling, boxing, wrestling, tennis, swimming, team games.

11, 12, 13, 14, 15, 16m-w—**Individual Physical Activities.** One hour each.
These courses are designed for students unable to take regular activity classes. Students bringing a physician's excuse, advanced in age, and others in the restricted group, will enroll in these courses. Instruction will be on individual basis with regular appointments and not by class periods.

101m-w—**Softball.** One hour.

102m-v—**Football.** One hour.

104m-w—**Women's Basketball.** One hour.
(Offered winter quarter only.)

Open to women desiring to improve their skill. It will also be open to both men and women students desiring to qualify as coaches and officials for women's basketball. National rating examination will be given.

105w—**Soccer and Speedball.** One hour
(Offered fall quarter only.)

106m-v—**Baseball.** One hour.

107—**Water Pagentry.** One hour.

108a-b-c—**Badminton.** One hour each.

109—**Archery.** One hour.

112a-b-c—**Golf.** One hour each.

114—**Relaxation.** One hour.
A functional course in relaxation designed to prevent or remove occupational hazards such as tensions and fatigue.

117a-b-c—**Folk and Square Dancing.** One hour each.

119—**Bowling.** One hour.

123w-a-b-c—**Calisthenics and Tumbling.** One hour each.

124m-w—**Volleyball.** One hour.

125a-b-c—**Swimming and Diving.** One hour each.

131m—**Field Sports.** One hour.

132m-v—**Track and Field.** One hour.

134a-b-c—**Teams.** One hour each.

136a-b-c—**Gymnastics.** One hour each.

138m—**Boxing.** One hour.

139a-b-c—**Handball and Squash.** One hour each.

173a-b-c—**Social Dancing.** One hour each.

175m-w—**Marksmanship.** One hour.

RECREATION

133—**Camp Counseling and Administration of Camping.** Two hours.
This course deals with the development of skills in the technique of camp leadership and administration.

140—**Recreation Leadership.** Four hours.
Each student will have an opportunity to develop his individual personality and competency in leading recreational actvities.

148—**Recreational Music.** Two hours.
This course will approach music from the recreational possibilities in developing group singing, novelties, concerts, home-made instruments, etc.

169—**Recreational Skills.** Four hours.
Two theory periods and two 2-hour laboratory periods per week.
A course in which the different craft media will be adapted to use in recreation programs. Included will be making of game equipment, dramatic properties, hobbies, decorations, and other related craft.

191—**Administration of Recreation.** Four hours.
This will deal with official, voluntary, and private organizations and special consideration will be given to legal aspects, personnel, facilities, finance, program and public relations.

DIVISION OF HOME ECONOMICS

Miss Campbell Mr. Fowler Dr. Fritzsche Mrs. Gill Mrs. Jackson
Mrs. Jones Miss Owings Miss Patton Mrs. Robson Miss Thompson

Courses in the Division of Home Economics are planned for students who wish to major or minor in home economics, or who wish to select their elective from this area. The curricula and courses are planned to place emphasis on improved family living. This is accomplished not only by preparing students for homemaking but also by preparing them for vocations which will further the improvement of family living.

Curricula for Majors

Curricula leading to the Bachelor of Science degree in home economics are: (1) the home-economics education curriculum designed to prepare students for teaching homemaking in any of the schools in Mississippi or to participate in the extension-service program, (2) the institution-management curriculum designed to prepare students as school-lunch managers, community nutritionists, food-service directors, or for dietetic internships, (3) the general home-economics curriculum designed for homemaking or for home economists in equipment, or other positions in business, (4) clothing merchandising which prepares students for positions in the retail field.

Those who select the home-economics education curriculum may follow the plan for (a) teaching homemaking or (b) home-economics extension service. Those who choose the curriculum for teaching homemaking education and complete the requirements will receive the vocational license to teach homemaking in the schools of Mississippi. Those who complete the curriculum for home-economics extension service will meet the requirements for assistant home-demonstration agents in Mississippi.

Those who select the general home economics curriculum may follow the plan for (a) home economists in equipment which prepares students for commercial work with the electric power associations or household appliance companies in Mississippi, (b) home economics and speech which prepares students for radio positions requiring a home-economics background, or (c) homemaking which meets a need for students who plan to go immediately into homes of their own. A curriculum for those wishing an A.B. degree in general home economics is planned with a major in homemaking.

The major in clothing merchandising makes advancement more readily available to those seeking positions as buyers for apparel specialty stores or apparel departments in department stores. Also, it leads to the management of one's own small store or to the management of ladies' apparel chain stores.

Offerings for Non-Majors

Students may earn a minor in home economics by selecting twenty-eight hours of work from the following courses: Home Economics 37, 26, 39, 85, 50, 104, 135, 105, 138, and 151. **These same courses may be selected for electives.** The only prerequisite to these courses for non-majors is the necessary academic standing: courses with junior or senior numbers may not be taken by freshmen and sophomores. Non-majors who wish to substitute other courses for those named above, may do so if they have had the necessary prerequisites to the courses.

RECOMMENDED PLAN FOR HOME-ECONOMICS MAJORS

Freshman Year

	Fall	Winter	Spring
Home Economics 22—Introduction to Home Economics (Not required of junior transfers)	2		
Home Economics 37—Food Study	4	or	4

English 25—English Composition	4				
History 27	4				
Physical Education	1		1		1
*Home Economics 26—Selection of Clothing and Textiles			4	or	4
Mathematics 21—College Arithmetic or **Mathematics 31—College Algebra			4		
English 26—English Composition			4		
History 28			4		
Home Economics 39—The Individual and the Family or Home Economics 51 (Living Within The Family) (Not required of junior transfers or majors in Clothing Merchandising)					4
Art 25—Introductory Art (Required for majors in Clothing Merchandising)					4
Biology 37H					4
English 27—English Composition					4
Art 23—Beginning Design			4	or	4

**Mathematics 31 required as prerequisite of Chemistry. Mathematics 21 required for majors in Clothing Merchandising.

* Students who pass the placement test in Home Economics 26 may substitute Home Economics 50.

Sophomore Year

English 73	4				
Sociology 63—Introductory to Sociology	4	or	4		
Psychology 65—Elementary Psychology	4				
*Elective	4		4		4
Physical Education	1		1		1
English 75, 76, or 80			4		
Economics 55—Principles of Economics	4	or	4		
Health 79—Personal Hygiene			4		
Speech 31a—Fundamentals of Speech					4
Home Economics 85—Meal Planning and Table Service					4
**Elective					4

*Requirements for those majoring in

Teaching Homemaking: Chemistry 25, 26, 27—Inorganic Chemistry

Home-Economics Extension Service: Chemistry 25, 26, 27—Inorganic Chemistry.

Institution Management: Chemistry 25, 26, 27—Inorganic Chemistry.

Home Economists in Equipment: Minor sequence.

Homemaking

Leading to A.B. degree: Foreign-Language sequence.

Leading to B.S. degree: Minor sequence.

Clothing Merchandising: Commerce 40, Home Economics 50.
(For those not proficient in typing: Commerce 35 or 36).

**Elective

Free for all curricula excepting:

1. Home Economics Extension which requires Agricultural Education 71—Vegetable Gardening.
2. Home Economists in Equipment which requires a physical science elective.

3. A.B. or B.S. degree in Homemaking which requires Home Economics 50.

4. Institution Management which requires Science 92.

5. Home Economics and Speech which requires Speech 31b—Oral Communication.

HOME-ECONOMICS-EDUCATION CURRICULA

a. Teaching Homemaking

Junior Year

Health 133—First Aid; 134—Home Nursing	4
Psychology 119—Educational Psychology	4
Home Economics 104—Art Related to Home and Dress	4
Home Economics 135—Nutrition	4
Education 113—Principles of Teaching in High School	4
Home Economics 105—Housing and House Furnishing	4
Home Economics 115—Household Equipment	4
Psychology 132—Adolescent Psychology	4
Home Economics Education 180—Methods of Teaching Homemaking	4
Home Economics 138—Child Development	4
Biology 139—Bacteriology	4
Elective	4
	48

Senior Year

Home Economics Education 185a—Directed Observation	5
Home Economics Education 186a—Directed Teaching	5
Home Economics Education 200—Teaching Homemaking to Adults	5
Home Economics 151—Marriage and the Family	4
Home Economics 196—Economics of the Home	4
Home Economics 197—Home Management Residence	6
Education 169—Tests and Measurements	4
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 150—Family Clothing and Textiles	4
Elective	7
	48

b. Home-Economics Extension Service

Junior Year

Psychology 119—Educational Psychology	4
Home Economics 104—Art Related to Home and Dress	4
Home Economics 135—Nutrition	4
Agricultural Education 73—Poultry Production	4
Education 113—Principles of Teaching in High School	4
Home Economics 105—Housing and House Furnishing	4
Home Economics 115—Household Equipment	4
Journalism or Radio	4
Home Economics Education 180—Methods of Teaching Homemaking	4
Home Economics 138—Child Development	4
Biology 139—Bacteriology	4
Psychology 132	4
	48

Senior Year

Health 133—First Aid; 134—Home Nursing	4
Home Economics Education 185b—Extension Education	5
Home Economics Education 186b—Extension Teaching and Observation	5

Home Economics Education 200—Teaching Homemaking to Adults	5
Home Economics 151—Marriage and the Family	4
Home Economics 196—Economics of the Home	4
Home Economics 197—Home Management Residence	6
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 150—Family Clothing and Textiles	4
Agricultural Education 123—Landscape Gardening	4
Education 169	4
	49

CURRICULA FOR GENERAL HOME ECONOMICS

a. For Home Economistis in Equipment

Junior Year

Household Physics 137	4
Psychology 119—Educational Psychology	4
Home Economics 104—Art Related to Home and Dress	4
Home Economics 135—Nutrition	4
Home Economics 105—Housing and House Furnishing	4
Home Economics 115—Household Equipment	4
Home Economics 138—Child Development	4
Biology 139—Bacteriology	4
Journalism and Radio	4
Minor Sequence	8
Elective	4
	48

Senior Year

Home Economics Education 200—Teaching Homemaking to Adults	5
Home Economics Education 185c—Home Economics in Equipment	5
Home Economics 195—Field Work in Home Economics	5
Health 133—First Aid; 134—Home Nursing	4
Home Economics 151—Marriage and the Family	4
Home Economics 196—Economics of the Home	4
Home Economics 197—Home Management Residence	6
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 150—Family Clothing and Textiles	4
Commerce 160—Office Management	4
Minor	3
	48

b. Home Economics and Speech

Junior Year

Speech 131—Speech Correction	4
Speech 52—Phonetics	4
Speech 60 or Speech 115—Forensics	4
Speech 53—Introduction to Radio and Television	4
Home Economics 104—Art Related to Home and Dress	4
Home Economics 135—Nutrition	4
Home Economics 105—Housing and House Furnishing	4
Home Economics 115—Household Equipment	4
Health 151—Marriage and the Family	4
Biology 139—Bacteriology	4
Elective	4
	48

Senior Year

Home Economics 138—Child Development	4
Home Economics 196—Economics of the Home	4
Home Economics 197—Home Management Residence	6
Home Economics 125—Advanced Clothing and Consumer Problems	4
or	
Home Economics 150—Family Clothing and Textiles	4
Home Economics Education 200—Teaching Homemaking to Adults	5
Speech 180—Observation in Clinic	1
Speech 141—Radio Announcing	2
Speech 142—Radio Writing	2
Speech 101-102-103—Radio and Television Laboratory	6
Speech 104—Acting or Speech 116—Interpretation	4
Electives	11
	48

c. Homemaking

Bachelor of Science Degree

Junior Year

Physical Science Elective	8
Home Economics 104—Art Related to Home and Dress	4
Home Economics 105—Housing and House Furnishing	4
Home Economics 135—Nutrition	4
Home Economics 115—Household Equipment	4
Home Economics 151—Marriage and the Family	4
Psychology 119—Educational Psychology	4
Biology 139—Bacteriology	4
Minor Sequence	12
	48

Senior Year

Minor	4
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 138—Child Development	4
Home Economics 150—Family Clothing and Textiles	4
Home Economics 220—Advanced Child Development	4
Home Economics 196—Economics of the Home	4
Home Economics 197—Home Management Residence	6
Health 133—First Aid; 134—Home Nursing	4
Electives	14
	48

d. Homemaking

Bachelor of Arts Degree

Junior Year

Foreign Language Sequence	12
Biological Science Elective	4
Home Economics 104—Art Related to Home and Dress	4
Home Economics 105—Housing and House Furnishing	4
Home Economics 135—Nutrition	4
Home Economics 115—Household Equipment	4
Home Economics 151—Marriage and the Family	4
Psychology 119—Educational Psychology	4
Biology 139—Bacteriology	4
Elective in Mathematics or Philosophy	4
	48

Senior Year

Foreign Language Sequence	12
Minor Sequence	4
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 138—Child Development	4
Home Economics 220—Advanced Child Development	4
Home Economics 150—Family Clothing and Textiles	4
Home Economics 196—Economics of the Home	4
Home Economics 197—Home Management Residence	6
Health 133—First Aid; 134—Home Nursing	4
Elective	4
	50

CURRICULUM FOR INSTITUTION MANAGEMENT

Junior Year

Chemistry 165—Physiological Chemistry	4
Psychology 119	4
Home Economics 135—Nutrition	4
Home Economics 115—Household Equipment	4
Home Economics 151—Marriage and the Family	4
Biology 139—Bacteriology	4
Health 133—First Aid; 134—Home Nursing	4
Home Economics 104—Art Related to Home and Dress	4
Biology 129—Physiology	4
Home Economics 142—Experimental Foods	4
Home Economics 105—Housing and House Furnishing	4
Home Economics 94—Food Problems	2
Elective (Recommended Chemistry 136)	2
	48

Senior Year

Education 113	4
Home Economics 196—Economics of the Home	4
Home Economics 197—Home Management Residence	6
Home Economics 144—The School Lunch	4
Home Economics 178—Advanced Nutrition	4
Home Economics 192—Quantity Cookery	6
Home Economics 194—Institutional Management	6
Home Economics 176—Diet in Disease	4
Minor	10
	48

CURRICULUM FOR CLOTHING MERCHANDISING

(This major requires a minor in marketing)

Junior Year

Commerce 153—Principles of Marketing	4
Psychology 129—Applied Psychology	4
Commerce 135—Principles of Retailing	4
Commerce 134—Salesmanship	4
Home Economics 104—Art Related to Home and Dress	4
Home Economics 135—Nutrition	4
Home Economics 105—Housing and House Furnishing	4
Elective	4
Health 151—Marriage and the Family	4
Biology 139—Bacteriology	4
Mathematics 120—Elementary Statistics	4
Science Requirement (Household Physics 137—Suggested)	4
	48

Senior Year

*Home Economics 138—Child Development	4
Home Economics 196—Economics of the Home	4
Home Economics 197—Home Management Residence	6
Home Economics 125—Advanced Clothing and Consumer Problems	4
Home Economics 150—Family Clothing and Textiles	4
Commerce 154—Retail Buying	4
Commerce 156—Retail Merchandising	4
Commerce 137—Principles of Advertising	4
Textile Research	2
Field Work in Clothing Merchandising	12
	48

*Not required if student has taken Home Economics 39.

CHILD DEVELOPMENT AND THE FAMILY

39—**The Individual and the Family.** Four hours.

Three 1-hour recitations and two 2-hour laboratory periods, or one 4-hour laboratory period, of observation and participation in the nursery school weekly.

This course is designed to develop a better understanding of family life as it is related to the individual. Problems common to boy-girl relationships, insight into aspect of personal and social development, factors that contribute to happy and successful families, and a study of the development of the pre-school child with opportunities for directed observation in the nursery school will be provided.

This course will be taught jointly by two of the home economics staff, one of whom will be the director of the nursery school. It is not a required course for junior transfer students.

*51—**Living Within the Family.** Four hours.

The course includes a study of the contemporary life of the family and its influence on the emotional, social and physical development of men and women and planning together a sound basis for life within the family as seen from the viewpoint of sociology, psychology, health, and home economics.

*Designed for men and women on the freshman and sophomore level as an elective.

138—**Child Development.** Four hours.

Three 1-hour recitation and five hours of observation and participation in the nursery school weekly.

This course is designed to create interest in pre-school children and to develop an understanding of the developments and behavior patterns of pre-school children. Problems involved in guiding children toward happy, successful adulthood will be considered.

151—**Marriage and the Family.** Four hours.

This course is designed to give the student a better understanding of the factors that contribute to success and happiness in marriage. Preparation for marriage, marriage adjustment, family functions and situations, and factors making for successful family living are emphasized.

This course is the same as Health 151 and Sociology 151. It is open to juniors and seniors only.

220—**Advanced Child Development.** Four hours.

Prerequisite: H. E. 138.

Two one-hour recitations weekly plus six hours of participation in the nursery school.

This course is for students interested in further study of pre-school children and in developing techniques and accepting full responsibilities in the daily activities of the nursery school.

CLOTHING, TEXTILES AND RELATED ART

26—**Selection of Clothing and Textiles.** Four hours.

Two 1-hour periods and two 2-hour laboratory periods a week.

The purpose of this course is to enable the student to select intelligently those textiles most commonly used and to enable the student to plan, select, construct, and care for her wardrobe. This involves a study of (1) garments suited to income, occasion and individual, (2) planning and making garments of cotton, rayon, or linen, (3) care of garments, (4) the use and care of the sewing equipment, (5) the selection and use of comercial patterns, and (6) the proper accessories.

50—**Textiles and Clothing.** Four hours.

Prerequisite: H. E. 26 or equivalent.

Two 1-hour periods and two 2-hour laboratory periods weekly.

A study of the characteristics, uses, and costs of standard material and simple tests for identifying fibers. Individual problems are chosen with emphasis on selection of suitable material, fitting and construction problems involved. Tailored garments of wool and wool substitutes are given major consideration. Remodeling and mending of garments are encouraged.

104—**Art Related to the Home and Dress.** Four hours.

Prerequisite: Art 23.

Three 1-hour periods and one 2-hour period per week.

The purpose of this course is to develop an understanding of the application of the principles of design in clothing, clothing accessories, exterior and interior of houses. Opportunity is furnished for practical solutions of personal and home design problems.

105—**Housing and House Furnishings.** Four hours.

Prerequisite: H. E. 104.

Three 1-hour periods and one 2-hour period a week.

The purpose of this course is to study the economic and sociological problems in housing and house furnishings; house plans in relation to their influence on family life; trends in heating, plumbing and lighting the house; selection and arrangement of house furnishings.

125—**Advanced Clothing and Consumer Problems.** Four hours.

Prerequisite: H. E. 26 or 50; H. E. 104 or equivalent.

Two 1-hour periods and two 2-hour periods a week.

Selected topics dealing with development in the clothing field; problems of the household buyer resulting from the introduction of new textile fibers and fabrics; new manufacturing processes and their relation to proposed standards of legislation for consumer protection; advanced work involving designing, construction, fitting, tailoring, and procedures essential to independent work are included.

150—**Family Clothing and Textiles.** Four hours.

Prerequisite: H. E. 26 or 50; H. E. 104 or equivalent.

Two 1-hour periods and two 2-hour periods a week.

This course deals with planning the wardrobe within different income levels; renovating, remodeling old garments and construction of new garments for all members of the family; the designing and construction of a child's self-help garment. Special emphasis is placed on economic problems with which families are faced in meeting their clothing needs.

FOODS AND NUTRITION

37—**Food Study.** Four hours.

Two theory and two laboratory periods weekly.

A short study of the body's need for food and the application of this study in the planning, preparation and serving of simple meals in family groups.

78N—**Nutrition and Diet Therapy.** Four hours.

Two theory and two 2-hour laboratory periods weekly.

Designed especially to give nurses a practical knowledge of nutrition and of the relation of foods to health.

85—**Meal Planning and Table Service.** Four hours.

Prerequisite: H. E. 37.

Two theory and two laboratory periods weekly.

A continuation of Food Study 37 with emphasis on more advanced meal planning, preparation and service. Scientific principles of cookery are emphasized.

94—**Food Problems.** Two hours.

Individual problems in food preparation developed by the student in conference with the instructor.

142—**Experimental Foods.** Four hours.

Prerequisite: H. E. 85.

Two theory periods and two double periods.

Elementary research to determine factors affecting standard products. Experimentation in preparation, ingredients, methods of cooking, temperature and utensils used.

144—**The School Lunch.** Four hours.

Prerequisite: H. E. 85.

One theory period and three double periods weekly.

Actual experience in menu planning and large quantity food preparation for a school lunch room; food buying and serving. A study of equipment and organization for school lunch rooms.

192—**Quantity Cookery.** Six hours.

Prerequisite: H. E. 85.

Two theory and three double laboratory periods weekly.

Designed to give the student experience in preparation and serving of large quantities of food through the use of quantity equipment.

194—**Institutional Management.** Six hours.

Prerequisite: H. E. 192.

Two theory periods and three double periods weekly.

Practical experience through in-service training in institution meal planning and table service, in institution food buying, in use of institution equipment and institution record keeping.

123—**Elementary Course in Nutrition.** Two hours.

This course is planned for students other than home economics majors, to instruct them in the nutritional needs of the body and the selection of food to meet these needs. Such laboratory work as the instructor deems necessary will be included.

135—**Nutrition.** Four hours.

Prerequisite: H. E. 85.

Two theory and two laboratory periods weekly.

An intensive study of the body's needs for food. Includes chemistry of digestion; care of the digestive system; energy, protein, mineral and vitamin requirements of the body during childhood, adolescence, adult life and old age with the simplest ways of meeting these requirements.

176—**Diet in Disease.** Four hours.

Prerequisite: H. E. 135.

A study of diseases which are influenced by diet and the dietetic treatment of these diseases.

178—**Advanced Nutrition.** Four hours.

Prerequisite: H. E. 135.

Four 1-hour periods weekly.

Required for institution management majors. A study of current literature to determine the newer findings in the nutritional field. Each student will be required to carry on experiments for the purpose of observing the effects of malnutrition.

HOME ECONOMICS EDUCATION

22—**Introduction to Home Economics.** Two hours.

The purpose of this course is to introduce those majoring in Home Economics to it as a field of study. It will include some understanding of the value of Home Economics both as to its contribution to personal living and as to its vocational opportunities. Help will be given on some problems related to Home Economics with which the college freshmen is encountered.

146—**Teaching Food and Nutrition in the Elementary Grades.** Four hours.

Three 1-hour theory and one 2-hour laboratory periods.

This course is planned to give those preparing to teach in the elementary grades some understanding of materials and methods for teaching nutrition. Help will be given in recognizing evidences of good nutrition in children. The use in teaching elementary school children of practical problems in food production, establishing desirable habits of food preparation and eating will be included. The part the school lunch room plays in an educational program will be considered.

180—**The Teaching of Homemaking Education.** Four hours.

Prerequisite: Junior standing in Home Economics.

A study of the place of homemaking in the whole school program. Special emphasis is given to objectives, class and home experiences, organization of teaching plans and materials, and evaluation for the junior and senior high school homemaking program. Consideration is given to the teacher's part in the school lunch program, F. H. A. Club work, and other school or community activities.

185a-186a—**Student Teaching and Observation (Participation in Teaching Homemaking Education).** Ten hours.

Prerequisite: H. E. 180.

Opportunities are provided for observation of homemaking in the elementary school program, and in junior and senior high school homemaking classes.

Student teaching opportunities are provided in the Demonstration School on the campus, and in a few of the other schools in the state where there is a strong homemaking program. For off-campus teaching, students reside in the community during their six weeks period of teaching. Planned participation in the school lunch room program, P. T. A. meetings, chapel programs, and other regular school or curricula activities are part of the total student teaching experiences.

185b—**Extension Education.** Five hours.

Opportunities will be provided to work with state extension specialists and with the district extension leader to become acquainted with special methods in extension work. Assistance with the organization of experiences will be given by a college supervisor.

186b—**Extension Teaching and Observation.** Five hours.
Prerequisite: H. E. 180.
Educational experiences in extension service program will be provided. For a six weeks' period, or the equivalent, students will reside in a town where a home demonstration agent is located and participate or observe all the professional activities which she carries on. Supervision of the work will be provided co-operatively through a representative of the college Home Economics Department and the District Agent for Extension Service in Home Economics.

185c—**Home Economics in Equipment.** Five hours.
Students, through planned experiences with home economists in power and utilities companies, lectures, and field visits, are introduced to the role of the home economist in business. This course is taken with Home Economics 195.

195—**Field Work in Home Economics.** Five hours.
This field work is planned for Home Economists in Equipment. Educational experiences will be provided to acquaint students with the responsibilities of a home economist in the cooperatives or with other power companies in the state. For a six weeks' period, or the equivalent, students will work directly with a home economist. Supervision of the work will be provided co-operatively through a representative of the college Home Economics Department and a district home economist in equipment.

200—**Teaching Homemaking to Adults.** Five hours.
Prerequisite: H. E. 180.
A study of the adult homemaking program with experiences which will help to effectively participate in it.

THE HOUSE AND HOME MANAGEMENT

115—**Household Equipment.** Four hours.
Prerequisite: H. E. 85.
Two theory and two laboratory periods weekly.
A study of the selection, operation, care and arrangement of appliances in the home. Minor repairs are emphasized.

196—**Economics of the Home.** Four hours.
Problems of homemaking relating to the wise use of time, energy, money, and resources of the home. Consumer problems of the homemaker are considered with ways of better meeting these problems.

197—**Home Management Residence.** Six hours.
Prerequisite: H. E. 135, H. E. 196.
The aim of this course is to apply the principles of homemaking through actual participation in responsibilities and activities of the home. Students live in the home management house for one quarter and assume the care of the home, meal planning, preparation and serving for a family group, care of a baby, and social responsibilities of the home.
A desired outcome of this group life is that the student may have acquired habits of efficient homemaking and ability to maintain worthy family relationships.

GRADUATE COURSES IN HOME ECONOMICS

600—**Supervision of Home Economics.** Four hours.
Designed for high school home-economics teachers, interested in the student-teacher program. The course stresses the supervisory practices and procedures for promoting student-teacher growth and development.

602—**Home Economics in American Education.** Four hours.
This course is a brief survey of Home Economics in American Education. It is designed to give understanding of the trends and issues in cur-

riculum development, instruction, guidance, supervisoin, administration and research in this field.

604—**Curriculum Problems in Home Economics.** Four hours.

A course for teachers which deals with problems in curricula making. It will include the place of Homemaking Education in the total school curriculum, as well as the curriculum for that specialized area. Opportunity will be given for students to work out practical problems relating to their local schools.

608—**Seminar in Home Economics.** Two to six hours.

Seminar problems may be taken for two, four, or six hours of credit.

610—**Home Economics in Higher Education.** Four hours.

Home Economics at the Junior College level will be studied. Problems in development of the curriculum in college instruction, in guidance of students, in administrative problems and in evaluation of a department will be considered.

612—**Special Problems in Home-Economics Education.** Two to six hours.

Students will be encouraged to choose for investigation research problems which are pertinent to their situation.

650—**Early Marriage Adjustments.** Four hours.

Prerequisite: Permission of the instructor.

Deals with the social-psychological aspects of the pair relationship during engagement and early marriage. Emphasis will be placed on interaction and communication as the pair faces the determining of family goals, the use of resources, planning for the family, and living together.

A study will be made of college marriages.

651—**The Family in the Community.** Four hours.

Designed to help the teacher better understand the social setting in which their students live and its importance in the development of family living courses to meet student needs.

652—**Teaching Family Living at the Secondary Level.** Four hours.

A study of the theory, content, and methods of marriage and family life education at the secondary level.

Designed to meet the needs of high school teachers and administrators in this area.

670—**Textiles: Recent Developments.** Two hours.

674—**Special Problems.** Two to six hours may be earned in any of the following areas:

a. **Clothing**

b. **Household Equipment**

c. **Child Development**

d. **Nutrition**

e. **Housing**

f. **Family Living**

g. **House Furnishings**

675—**Community Health and Nutrition.** Four hours.

The course is planned to give insight and understanding of the relation of the development and training of pupils enrolled in classrooms to condi-

tions and facilities of their community. Health will be discussed not only from the physical aspects of the individual, but from the mental, social, economic, and spiritual requirements necessary for wholesome development. Students will be expected to make a survey of the health facilities of their community and study methods for determining the nutritional status and food habits of pupils in a classroom. Each student will prepare an original paper on a problem in this field in which she has a special interest.

677—**The Nutrition of Children.** Four hours.

The course will deal with the application of the basic principles of nutrition in the growth and development of children, beginning with birth and continuing through early childhood, school age, and adolescence to maturity. Methods of studying visible and invisible growth, of recognizing hidden hunger and arrested development will be explored; the relation of nutrition to the mental, social, and emotional development of the individual will be considered; also the factors influencing food practices in families. The course will include some guided observation of children in assigned periods.

DIVISION OF INDUSTRIAL ARTS

Norman W. Bedwell, Chairman

Dr. Norman W. Bedwell — Mr. Orville Thomas

The Division of Industrial Arts is primarily concerned with courses for the training of teachers. All students who plan to teach industrial arts should take at least 45 quarter hours with a minimum in the following fields: general shop—4; woodwork—8; metals—8; graphic arts (drawing and/or printing)—8; electives (electricity, plastics, leather, ceramics, etc.)—17. Twenty-eight quarter hours are required for a minor in industrial arts.

Students who are interested in the technical phase of industrial arts may plan to take only 36 quarter hours in this field. This will not prepare the student for the teaching profession but will furnish an excellent background of training to enter certain technical phases of industry.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

INDUSTRIAL ARTS MAJOR

Freshman Year—51 Qr. Hrs.

	Hours
English 25, 26, 27	12
Biology 37, 38	8
History 27, 28	8
Speech 31	4
Education 20	4
Mathematics 21 or 31	4
Physical Education	3
Industrial Arts 31, 27	8
	51

Sophomore Year—51 Qr. Hrs.

Sophomore Literature	8
Social Studies from two of the following fields: geography, government, economics, or sociology	8
Physical Science	4
Physical Science or Mathematics	4
Health 79	4
Music 97, or Art 112	4
Physical Education	3
Psychology 65	4
Elective	4
Industrial Arts 63, 41	8
	51

Junior Year—46 Qr. Hrs.

Psychology 119, 132	8
Education 113	4
Health and Physical Education	4
Electives	8
Industrial Arts 144, 64, 160, 150, 140, 142, 126, or 127	22
	46

Senior Year—44 Qr. Hrs.

Education 169	4
Education Elective (162, 164)	2
Directed Teaching 185, 186	10
Electives	16
Industrial Arts 155, 190, 128	12
	44

27—**Mechanical Drawing.** Two hours.

Use of drawing instruments, geometric constructions. Conventions used in depicting objects for reproduction. Representation in one, two and three dimensions. Shades and shadows. Object drawing. Special practice in lettering. Orthographic projection, cross-sections, dimensioning. Four hour class.

28—**Mechanical Drawing.** Two hours.

Development of surfaces and intersections for sheet metal work. Isometic, oblique, and cabinet projection. Drafting room practice. Advanced study of working drawings, detail and assembly, sheet lay-out, and structures. Four hour class.

31a—**Woodwork.** Two hours.

A course designed to develop skill, knowledge and appreciation in the care and use of woodworking tools, materials, processes, and products. The course will include the following: hand and machine tools, tool processes, tool maintenance, wood and lumber, joints, gluing, nails and screws, wood turning, carving and inlaying, finishing, and upholstery. Four hour class.

31b—**Continuation of 31a—Woodwork.** Two hours.

41a—**General Shop.** Two hours.

This course is a general course in accordance with the modern development of industrial education. Sheet metal, elementary electricity, and house wiring are main topics covered. Four hour class.

41b—**Continuation of 41a—General Shop.** Two hours.

63a—**Advanced Woodwork.** Two hours.

Continuation of Industrial Arts 31 with emphasis on trade practices and production work. Window and door frame construction, staircase design, cabinet making, roof-framing, and finishes will receive special attention. Four hour class.

63b—**Continuation of 63a—Advanced Woodwork.** Two hours.

64—**Metal Work.** Two hours.

An introduction to the application of hand and machine processes. Simple pattern drafting. Study of materials. Working cold iron; cutting, forming, seaming, burring, crimping, and fastening as applied to the making of sheet metal products.

126—**Engineering Drawing.** Four hours.

Use of instruments, engineering lettering, freehand sketches, applied geometry, orthographic projection, pictorial drawings, sectional views, and working drawings from written descriptions as well as from actual objects.

127—**Architectural Drawing.** Four hours.

A course arranged for students interested in the planning of homes. The study of houses of various types will be taken up in detail. Each member of the class will be required to make a complete plan of a modern home, having all conveniences. The student in this class will also be taught blueprint reading in order that he may understand the meaning of lines, dimensions, and characters pertaining to plans. Students will have access to

mechanical drawing instruments, so that they may be enabled to draw their plans accurately and to scale. Homes in process of construction will be visited by the students of this class.

128—**Planning and Equipping of the School Shop.** Four hours.
Planning the laying out of rooms and other building facilities. Purchase and arrangement of equipment. Selection of suitable equipment for special conditions. The cost of equipment, supplies, and maintenance.

129—**Shop Care and Management.** Four hours.
A study of machine placement; student movement; arrangement of safety zones; upkeep and repair of tools; tool storage and distribution; storage of materials; assembly areas; and the general appearance of the shop.

135—**Descriptive Geometry.** Four hours.
A study of the general principles of descriptive geometry and their application to engineering, architecture and geology. Problems include graphical representation and determination of visibility; auxiliary and oblique views; point line and plane problems; intersections of surfaces and developments; warped surfaces. The directed method is used.

Prerequisite: Engineering Drawing 126.

140—**Welding.** Four hours.
Introduction and practice in welding steel and iron by the oxy-acetylene and electric processes.

142—**Machine Shop.** Two hours.
Introduction to the procedures in grinding; thread cutting; quick change gears; the drill press and its operation; taper turning; cutting tools; grinding machines; and the assembling of machine parts.

144—**Plastics and Leather.** Four hours.
A study of plastics most commonly used in school shops; general operations in design; shaping and finishing selected projects in plastic. Instructions in tooling, embossing, lacing, and designing selected leather projects.

150—**Organization and Administration of Industrial Arts.** Four hours.
Objectives of industrial arts for different school levels. Bases of organization. Character of work for different levels and different types of schools. Organization of courses of study and teaching material. Class organization for individual and group work.

154—**Industrial Arts for Elementary Teachers.** Four hours.
A course for teachers of both lower and upper elementary work. It is intended as an aid to the teacher in her preparation to guide the children in all free activities. Cardboard and wood construction, clay modeling. weaving, coping saw work, letter cutting and basketry will be included.

155—**The Teaching of Industrial Arts.** Four hours.
Methods in the teaching of industrial arts.

160—**Industrial Arts Electricity.** Two hours.
An introduction to some phases of electricity such as magnetism, bell wiring, bell transformers, repair of electrical appliances, sources of electrical energy, house wiring, generators and motors.

190—**History and Philosophy of Industrial Arts.** Four hours.
A critical consideration of various points of view in an effort to isolate important contributions to general education and to form a workable philosophy of industrial arts education.
Open to juniors and seniors.

DIVISION OF LANGUAGE AND LITERATURE

Thomas Daniel Young, Chairman

The division includes the departments of English, Foreign Languages, Journalism, Library Science, and the Institute of Latin-American Studies.

ENGLISH

Dr. Darby Dr. Ernest Mr. Eubanks Mrs. Hawkins Miss Hickman
Mr. Hitt Mrs. Hopkins Dr. Lowrey Mr. O'Bannon Mr. Palmer
Mr. Sollie Dr. Stout Miss Thomae Mr. Wallace Miss Webb
Dr. Young

Requirements for Majors: 45 hours in English, including 25, 26, 27, 75, 76, and 80; courses totaling 8 hours in literature written before 1660. At least 24 of the 45 hours must be in courses numbered above 100.

Note One: The student who is working for the B.S. degree with English as his major field must take English 141.

Note Two: The English major who wishes to qualify as a part-time librarian will need 18 hours of library science. For the specific requirements, see Department of Library Science.

Note Three: English 25, 26, 27, and 8 hours of sophomore literature are prerequisites for any English course numbered 100 or above.

Requirements for minor: English 25, 26, 27; eight hours from English 75, 76, and 80; and twelve hours from English courses numbered above 100.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
MAJOR IN ENGLISH

Freshman Year

	Hours
English 25, 26, 27	12
History 27, 28	8
Speech 31	4
Biology 37 and 38	8
Mathematics 21 or 31	4
Social Studies (Select two courses from the following: Economics 55, Government 25, Sociology 63, Geography 33	8
Education 20	4
Physical Education or Military Science	3 or 6
	51 to 54

Sophomore Year

English 75, 76, and 80	12
Physical science	8
Psychology 65	4
Health 79 and health elective	8
Physical education or military science	3 or 6
Fine arts (Music 97, Art 112, or 113)	4
Electives	8 or 12
	49 to 52

Plan A: If the student selects this plan for his junior and senior years,

he will qualify as an English teacher and part-time librarian in the secondary school.

Plan B: If the student selects this plan for his junior and senior years, he will meet state requirements to teach English and speech in the secondary school.

PLAN A

Junior Year

Education 113, Psychology 119, 132	12
English 141	4
English electives (above 100)*	12
Education 169 and elective from 116, 128, 136, 154, 162, 164	6 or 8
Library Science 102 and 103	9
Electives	8
	51 or 53

Senior Year

English electives (above 100)*	12
Library Science 115, 116	9
Education 185, 186	10
Electives	12 to 16
	43 to 47

PLAN B

Junior Year

Education 113, Psychology 119, 132	12
English 141	4
English electives (above 100)*	12
Education 169 and elective from 116, 128, 136, 154, 162, 164	6 or 8
Speech 40, 50, and 52, 60, or 131	12
Electives	4
	48 to 52

*See requirements for major, Page 178.

Senior Year

English electives (above 100)*	12
Speech electives (above 100)	12
Education 185, 186	10
Electives	16
	48

Curriculum Leading to

BACHELOR OF ARTS DEGREE

Recommended for

MAJOR IN ENGLISH

Freshman Year

	Hours
English 25, 26, 27	12
Foreign language	12
History 27, 28	8
A laboratory science	12
Speech 31	4
Physical education or military science	3 or 6
	51 or 54

Sophomore Year

English 75, 76, and 80	12
Social studies (Select two courses from the following: Economics 55, Government 25, Sociology 63, Geography 33)	8
Psychology 65	4
Foreign language (a continuation of one begun in freshman year)	12
Health 79 or 125 and health or physical education elective	8
Physical education or military science	3 or 6
Mathematics or philosophy	4
	51 or 54

Junior Year

English electives (above 100)	12
Philosophy 100, 101, 102	12
History 174, 175	8
Electives and minor	18
	48

Senior Year

English electives (above 100)	12
Art 112 and 113	8
Electives and minor	28
	48

Courses of Instruction

Writing Laboratory. No credit.

Required of those freshmen who fall within the lowest quartile in the preliminary testing program or who are discovered to have a deficiency in one or more of the fundamentals of writing.

This course is also required of any upperclassman who is referred to the laboratory by an instructor in the college who finds the student deficient in any of the fundamentals of writing.

25—**English Composition.** Four hours.

Required of all freshmen. The first of a series of three courses designed to teach the student to write correctly and effectively, to read with comprehension, and to become adept in the use of the various kinds of reference material necessary to learning. The major emphasis in the course is upon grammar, the mechanics of writing, the use of the library, and vocabulary building.

26—**English Composition.** Four hours.

Prerequisite: English 25.

Required of all freshmen. A continuation of English 25. Special attention is given to writing for practical purposes, the preparation of a research paper, and further training in the use of the library.

27—**English Composition.** Four hours.

Prerequisites: English 25 and 26.

Required of all freshmen. A continuation of English 25 and 26. Emphasis is upon imaginative writing and the reading of selected works of fiction.

62—**Business English.** Four hours.

Prerequisites: English 25, 26, 27, and ability to type.

A course dealing with (a) general principles of letter-writing, such as physical make-up of the letter, the construction of business letters, the grammar and punctuation of business letters; and (b) the various types of business letters, such as sales letters, collection letters, credit letters, form

letter and letters of application. (May not be used to meet major or minor requirements in English.)

73—**An Introduction to Literature.** Four hours.

Prerequisites: English 25, 26, and 27

A course designed for non-English majors in which poetry, the short story, the novel, and essay are studied as art forms. The purpose of the course is to provide critical bases for understanding and appreciating creative literature.

75—**English Literature.** Four hours.

Prerequisites: English 25, 26, and 27

A survey of English literature from its beginnings to 1780. Required of English majors.

76—**English Literature.** Four hours.

Prerequisites: English 25, 26, and 27

A survey of English literature from 1780 to the present. Required of English majors.

80—**American Literature.** Four hours.

Prerequisites: English 25, 26, and 27

A survey of American literature from Franklin to the present, with major emphasis upon the more important writers and their contributions to American culture.

108—**Advanced Grammar.** Four hours.

A review of English snytax and a study of functional pressures upon the conventional forms of English grammar.

110-112—**Major American Writers.** Eight hours—4-4.

Selected readings in American literature from Franklin to Henry James. Emphasis in the course is upon complete texts rather than upon anthology selections.

123—**Introduction to Shakespeare.** Four hours.

Summary study of Shakespeare's life, his times, and his development as a dramatist; study of some of the early plays, the chief historical plays, and some of the later comedies. This course is prerequisite to English 124.

124—**Shakespearean Tragedy.** Four hours.

Prerequisite: English 123.

Careful reading of the great tragedies, their interpretation, and Shakespeare's place in world literature.

127—**The English Novel.** Four hours.

A study of the English novel from its beginnings to the twentieth century.

129—**Sixteenth Century Literature.** Four hours.

A careful reading of representative selections of prose and poetry by the more important English writers of the period. Emphasis on major literary developments in Elizabethan prose and poetry.

130-131-132—**Tutorial in Comparative Literature.** Twelve hours—4-4-4.

135-136—**Nineteenth Century Poetry and Prose.** Eight hours—4-4.

The first quarter includes an introduction to the French and German romantic movements and a study of the more important works of the six major English romantic poets and the essayists of the period. The second quarter includes prose and poetry selected from the writings of Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne, Hardy, Carlyle, Newman, Ruskin, and Pater.

138-148—**Advanced Composition.** Eight hours—4-4.

For students seriously interested in creative writing. Admission only by permission of the instructor.

141—**The Teaching of English in Junior and Senior High School.** Four hours.

Required of English majors who plan to teach. This course should be taken in the third quarter of the junior year or in the summer before the senior year. Offered in spring and summer only. (May not be used to meet major or minor requirements in English.)

143-145—**Literary Criticism.** Eight hours—4-4.

Intensive study of the literary theories of selected critics from Plato to T. S. Eliot. Emphasis in the course is upon the influences of these theories upon the writers of England and America.

144—**Readings from World Literature.** Four hours.

Careful and critical reading of selected masterpieces from world literature.

146—**The Literature of the Bible.** Four hours.

A literary study of the Old and New Testament Scriptures, together with a consideration of similar writing of Jewish writers contemporary with the Biblical authors, and a comparison of the Scriptural writings with related types among other peoples.

147-149—**Eighteenth Century Poetry and Prose.** Eight hours—4-4.

A survey of English poetry and prose (excluding the novel) from Dryden to Burns, with primary emphasis upon the works of Dryden, Swift, Pope, Johnson, and Boswell.

179—**Introduction to Drama.** Four hours.

Representative plays selected from Greek comedy and tragedy, Roman comedy, early English, Elizabethan, Jacobean, Restoration, and the eighteenth century.

180—**Modern Poetry.** Four hours.

A serious study of the more important American and English poets of the late nineteenth and early twentieth centuries, with emphasis upon analysis and critical evaluation.

182—**Modern American Novel.** Four hours.

Selected reading in the American novel since 1900. This course is designed to give the student an introduction to the materials and methods of modern fiction, with particular emphasis upon the techniques of composition and evaluation.

183—**Modern Drama.** Four hours.

A study of European and American drama of the late nineteenth and early twentieth centuries, including Ibsen, Shaw, O'Neill, and others who exemplify modern trends.

184—**Seventeenth Century Prose.** Four hours.

An examination of representative selections from the major English prose writers of the period, excluding Milton, from Bacon to Dryden.

185—**Literature of the South.** Four hours.

An historical and critical survey of Southern literature from its beginnings to the present.

186—**Seventeenth Century Lyric and Satire.** Four hours.

An examination of representative selections from the major English poets, excluding Milton, from Donne to Dryden.

187—**Milton.** Four hours.
A careful study of the principal writings of Milton, including **Paradise Lost,** some of the minor poems, and selections from the prose.

188—**Chaucer.** Four hours.
An introduction to the language and art of Chaucer, with particular attenion to the Prologue and selected **Conterbury Tales.**

502—**Anglo Saxon.** Four hours.
The Old English language, with some attention to the development of Modern English; translations of Old English poetry, including **Beowulf.**

503—**Modern English Usage.** Four hours.

504—**Seminar in the Teaching of Compositioin.** Four hours.

514a—**Materials and Methods of Research in English.** Two hours.
Should be taken in the first quarter of graduate work. Offered every quarter by arrangement.

514b—**Thesis.** Eight hours.

580—**Tutorial in English and Germanic Philology.** Four hours.

JOURNALISM

Mr. Mullen Dr. Lowrey Miss Swegman

The Department of Journalism offers professional training leading toward a Bachelor of Arts or a Bachelor of Science degree with a major in journalism. A student must complete a minimum of thirty-six quarter hours in professional courses for newspaper work to qualify for a major in journalism with emphasis in journalism. Students interested in majoring or minoring in journalism with emphasis on public relatons must follow a schedule especially designed to meet this objective. Twenty-eight hours constitute requirements for a minor. Students in other fields may elect courses in journalism to receive training which may assist them to engage successfully in promotion, radio, advertising, or other allied fields. Students may also schedule journalism courses to satisfy avocational interests in either newspaper or magazine article writing.

Required courses for majors interested in the editorial sequences are 56, 57, 58, 134, 135, 136, 150, 151, 152. These are minimum requirements. Required courses for students interested in public relations are 56, 57, 130, 134, 136, 151, 157, 158, 165 and 170. All majojrs and minors are required to do practical work on the **Student Printz.** Others are invited to join the staff.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
JOURNALISM

Freshman Year

	Hours
Speech 31	4
English 25, 26, 27	12
Journalism 56, 57, 58	12
History 27, 28	8
Mathematics 21 or 31	4
Physical education activity courses	3
Electives	5
	48

Sophomore Year

Journalism 134, 135, 136	12
Sophomore literature	8
Laboratory science	12
Social studies (from two of the following fields: economics, geography, sociology, government)	8
Physical education activity courses	3
Elective mathematics	4
	48

Junior Year

Journalism 130, 165, 170*	12
Psychology 65	4
Health 79	4
Health or physical education elective	4
Electives and minor	24
	48

Senior Year

Journalism 150, 151, 152**	12
Electives and minor	36
	48

Curriculum Leading to BACHELOR OF ARTS DEGREE Recommended for JOURNALISM

Freshman Year

	Hours
Speech 31	4
English 25, 26, 27	12
Laboratory science	12
Journalism 56, 57, 58	12
Social studies	4
Physical education activity courses	3
Electives	1
	48

Sophomore Year

Journalism 134, 135, 136	12
English (sophomore literature)	8
Social studies	12
Psychology 65	4
Physical education activity courses	3
Health 79	4
Electives	5
	48

Junior Year

Journalism 130, 165, 170*	12
Foreign language	12
Social studies	4
Philosophy and/or mathematics	4
Elective in health or physical education	4
Electives and minor	8
	48

Senior Year

Journalism 150, 151, 152**	12
Foreign language (begun in junior year)	8
Electives and minor	28
	48

*Required for students interested in public relations
**Required for students interested in editorial sequence

56—**Exploring Journalism.** Four hours.
Introduction to journalism: study of the place, scope and functions of journalism in a democratic society; opportunities in journalism, qualifications reporters, the newspaaper organization, news sources, analysis of what makes news; study of news style and groundwork in news gathering and news writing.

57—**Beginning Reporting.** Four hours.
The study of writing the simple and complex news leads and stories: practice in polishing the lead; rewriting and followup stories; the law of the press and policy in the news; interpretive reporting, emphasis on writing the simple story types: personals and brevities; fires and accidents, crime and others.

58—**Intermediate Reporting.** Four hours.
Emphasis on writing of complex and special story types: speeches, conventions, interviews, law courts, business, government, politics, criticism, features, society, sports and others.

130—**Press Photography.** Four hours.
Developing and printing of photographs. Illustrating the news; advanced reporting with a camera. Picture editing: evaluation of photographs.

134—**Copy Reading.** Four hours.
Two hours lecture and four hours laboratory. Introduction to copy reading, headline writing and make-up. Intensive practice in the principles and techniques of copy reading.

135—**Newspaper Editing Problems.** Four hours.
Two hours lecture and four hours laboratory. Emphasis on the history, content, and form of the headline with intensive practice in headline writing; editing and display of all news in the paper. Study of significant aspects of newspaper editorial production with emphasis on policies and problems.

136—**Newspaper Design and Make-up.** Four hours.
Two hours lecture and four hours laboratory. A study of the principles and mechanics of make-up, including a brief history of printing and a study of typography; practice in fitting together news stories and illustrations to form an attractive, inviting paper.

137—**Principles of Advertising.** Four hours.
(Same as Commerce 137).
Development of advertising; social and economic aspects; purpose, media, techniques and effective use of advertising; application to needs of particular enterprises; co-ordination with operation plans; public relations in advertising; planning policy.

138—**Writing Brief Fiction.** Four hours.
(Same as English 138, Advanced Composition.)
A course for students seriously interested in creaative writing. Emphasis on the short story. Admission by permission of instructor.

140a, b, c—**Newspaper Advertising.** Two hours each quarter.
A review of principles and functions of advertising with emphasis on

selling and promotion, preparation of advertising copy and layouts for newspapers, problems of the small daily and weekly, servicing accounts, building linage, campaigns, and special pages.

145a, b, c—**News Practice.** Two hours each quarter.

Instruction and practice in reporting, writing, and editing; students work six to eight hours weekly on publication to obtain practical experience. Class meets in a seminar group for exchange of ideas, analysis of problems and correlation of techniques.

148—**Magazine Article Writing.** Four hours.

This course is designed for students who wish critical guidance in preparing articles for magazines and Sunday supplements. Intensive practice in writing articles. Admission by approval of instructor.

150—**Advanced Reporting. Four hours.**

A study of interpretative reporting: emphasis on the news behind the news; discussion of reporting not only the fact but the truth about the fact: completing the account, explanations, predictions, providing perspective. Advanced reporting problems in news gathering and news writing; analysis of current news problems.

151—**Specialized Reporting.** Four hours.

A course designed for students wishing to specialize in a particular type of reporting: labor, science, business, agriculture, public affairs, social problems, sports, society, home economics. Valuable for students desiring to apply journalistic techniques to a specific field.

152—**Journalistic Problems.** Four hours.

A study of journalistic problems: discussions on the role of mass media of communications in a divided world; place of a free and responsible press in a democratic society; principles, policies, and practices for the professional newspaperman.

157—**Supervision and Direction of Publications.** Two hours.

A practical course for students who intend to teach high school English, social studies or commerce who may be assigned to the sponsorship of the school newspaper.

158—**Yearbook Production.** Two hours.

A study of the school yearbook and other annual publications. Place of the school yearbook in the school; problems of the supervisor and principal; policies and practices, editorial and business.

160—**Editorial Writing.** Two hours.

A study of the editorial page: its history, policies and practices;; intensive practice in writing various types of editorials; discussion of editorial sources and review of editorial page copy: the editorial cartoon, paragraph, syndicated commentators, letters to the editor, selected condensations from other sources and research articles.

165—**Public Relations.** Four hours.

Total relationship of the institution to its audiences; origin and development of public relations; public relations for business and industry, associations, non-profit organizations, government, labor, educational, professional; internal public relations; human factors in public relations. Ethics in public relations.

170—**Publicity Methods.** Four hours.

Methods and agencies for reaching the public; an analysis of the media of communication and their relation to publicity; publicity function on the public relations department; the "know-how" of publicity; mechanics of news releases, press conferences, photographs; study of media campaigns in public relations.

178a, b, c—**Feature Writing.** Two hours each quarter.
Procedure in gathering material for feature stories, especially newspaper articles; analysis of reader appeal; study of structure of the feature story; development of feature style by practice in writing features; study of selling procedure.

LIBRARY SCIENCE

Miss Flynt Miss Roberts

Students majoring in Library Science may register for either the B.A. degree of the B.S. degree. In either case the student must meet the requirements for the degree chosen. School librarians are considered teachers and must meet the requirements for certification by the State Department of Education. Students planning to become librarians should have a broad, general education resulting in acquaintance with at least the elements of the major fields of knowledge. Preparation should stress academic rather than professional courses, and emphasis should be placed on literature and social sciences. A knowledge of one or more foreign languages is especially recommended for students who expect to meet entrance requirements for graduate library schools. Since much of the work is done on the typewriter, a knowledge of typing will be decidedly advantageous. Junior or senior standing is prerequisite with at least average scholastic record during the first two college years for a Library Science Major.

Students may qualify for the **Class A Certificate for Librarians** by completing eighteen quarter hours in library science. The course must include:

	Hours
Books and Related Materials for Children and Young People 102, 103	9
Organization and Administration of Libraries 115, 116	9

Four hours of the directed teaching may be in school library practice. No correspondence or extension work may be counted toward this credit. Education 116 (Audio-Visual Education) may be counted toward the major in Library Science.

Students who are planning to study librarianship should consult the head of the Department of Library Science for advice regarding their curricula.

Curriculum Leading to
BACHELOR OF ARTS DEGREE
Recommended for
MAJOR IN LIBRARY SCIENCE

Freshman Year

	Hours
English 25, 26, 27	12
History 27, 28	8
Speech 31	4
Mathematics 21 or 31	4
Biology 37, 38, and a physical science	12
Education 20	4
Social studies: Geography 33, Government 25, or Sociology 63	4
Physical education activity course	3
	51

Sophomore Year

English 73, and 75, 76, or 80	8
Psychology 65	4
Additional course in social studies (from geography, government, or sociology)	4

Health 79 and health or physical education elective	8
Physical science or mathematics	4
Physical education activity course	3
Minor and electives	20
	51

Junior Year

Library Science 101, 102, 103, 111, 115-116	24
Education 113, 116	8
Psychology 119	4
Fine Arts	4
Minor and electives	8
	48

Senior Year

Library Science 127, 128, 132, 189, 190	18
Education 169, 185	8
Psychology 132	4
Minor and electives	12
	42

Curriculum Leading to

BACHELOR OF ARTS DEGREE

Recommended for

MAJOR IN LIBRARY SCIENCE

Freshman Year

	Hours
English 25, 26, 27	12
Speech 31	4
A foreign language	12
Laboratory science	12
Mathematics 21 or 31	4
Social studies: Geography 33, Government 25, sociology, or history	4
Physical education activity course	3
	51

Sophomore Year

English 73, and 75, 76, or 80	8
Foreign language (continuation of first year)	12
Psychology 65	4
Mathematics or philosophy	4
Health 79 and elective in health or physical education	8
Social studies	12
Physical education activity course	3
	51

Junior Year

Library Science 101, 102, 103, 111, 115-116	24
Education 116	4
Minor and electives	20
	48

Senior Year

Library Science 127, 128, 132, 189, 190	18
Minor and electives	24
	42

101—**Book Selection.** Four hours.
A general study of principles of selection and standards for evaluation of books, periodicals and other library materials; book publishers, series and editions; use of standard book selection aids.

102—**Books and Related Materials for Children.** Five hours.
A study of library materials and their uses for children preschool age through the elementary grades with emphasis on the reading of many books and the examination of both printed and audio-visual materials. Includes a history of children's literature; a study of children's illustrators and editions; graded bibliographies and building a collection of books for children.

103—**Books and Related Materials for Young Children.** Four hours.
A study of the reading needs and interests of adolescents with criteria for selecting books for the school library. Methods of reading guidance with various types of readers for both curricular and recreational use. Emphasis on a wide study of both books and allied materials.

111—**School Library Service.** Two hours.
Place and function of the library in the school. Designed for training in the development of understanding, attitudes and information necessary for leadership in a program of library service that will contribute to the realization of educational objectives, with emphasis on activities, duties, responsibilities and opportunities of work. May be of value to teachers as well as librarians.

115—**Organization and Administration of School Libraries.** Five hours.
Technical processes involved in organizing a library: circulation, introduction to classification and cataloguing; care of collections, mechanical preparation of books; maintenance of library materials. Library quarters and equipment; finances; the acquisition of books and other non-book materials.

116—**Organization and Administration of School Libraries.** Four hours.
Continuation of 115. May be taken concurrently.
Education 116—**Audio-Visual Education.** Four hours.

128—**Advanced Reference and Bibliography.** Four hours.
Prerequisite: Library Science 127. Not required on 27-hour program.
Study of the more specialized reference materials. Includes bibliographic and government materials. Lectures and problems.

132—**Classification and Cataloguing.** Four hours.
A study of the fundamental principles and methods of classification and cataloguing suitable for the average school library situation. Dewey Decimal Classification and simplified cataloguing with emphasis on the printed cards and others aids.

133—**Classification and Cataloguing.** Four hours.
Elective—Prerequisite 132.
Expansion of the principles and methods of classification and cataloguing with attention given to more advanced problems.

189—**Practice Work.** Four hours.
Prerequisite or parallel: Library Science 115-116.
Experience in various phases of library work. Approximately 150 hours of laboratory work stressing high school techniques. Required of all students majoring or minoring in library science.

190—**Practice Work.** Two hours.
Continuation of 189, including a field projject. Consultation with the head of the department before registering for this course.

192—**School Library Problems.** Two hours.
An intensive course through group study in the analysis of special problems in the library field. Full-time work for five days. Offered during the summer quarter.
To be conducted through the cooperative efforts of the Department of Library Science and the State Department of Education.

FOREIGN LANGUAGES

Dr. Burks Mr. Carrier Mrs. Johnson Dr. Preuss

Foreign Language Majors and Minors: Candidates for either the Bachelor of Arts or the Bachelor of Science degree may choose a major or a minor in French, German, or Spanish. The requirement for a major, in terms of hours, is 24 quarter hours in courses numbered 100 or above. Two college years (24 hours) or its equivalent in high school and college courses is prerequisite to beginning study at the level of the major.

Curriculum Leading to BACHELOR OF ARTS DEGREE Recommended for MAJORS IN FRENCH, GERMAN OR SPANISH

Subject	Required Hours.	Required Courses	Recommended Courses
English	20	English 25, 26, 27	English 73, 75, 76, 80, 108
Speech	4	Speech 31	
Social Studies	20		History 27, 28, 166, 127 for Spanish majors), 167 and 168 (for majors in French or German, especially) Geography 33, 118 (for Spanish majors) Sociology 63 Economics 55, 56, 111
Psychology	4	Psychology 65	
A laboratory science	12		
Health	4	Health 79 or 125	
Physical education	6	Activity courses	
Health or physical education	4		
Mathematics and/or philosophy	8		Philosophy 100, 106
French, German or Spanish (Core Curriculum and Prerequisite)	0 to 24	First and second-year course in the language chosen, the level for beginning college study determined by whether the student has studied the language in high school.	
French, German or Spanish (Mor the major)	24	In courses numbered 100 or above. The Phonetics course is required for French and Spanish majors.	Where sequences of courses are offered, it is recommended that the entire sequence be taken. Those planning to teach the language in high school should take L-121.
Electives	62 to 86	Amount dependent upon how many college hours of study the student finds it necessary to devote to core and prerequisite requirements in foreign language.	May be chosen from some of the recommeded courses listed above, or at will. L-170 (Spanish American Culture) should be elected by those who plan to teach Spanish.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

MAJORS IN FRENCH, GERMAN OR SPANISH

Subject	Required Hours.	Required Courses	Recommended Courses
English	20	English 25, 26, 27, 76, 80	English 73, 75, 108
Social Studies	16	History 27, 28 and 8 hours from two fields other than history.	History 127 (for Spanish majors), 166, 167 168 (for majors in French and German, especially) Geography 33, 118 (for Spanish majors) Sociology 63 Economics 55, 56, 111
Biological Science, Physical Science, Mathematics	20	Mathematics 21 or 31 **For those who wish teaching certificates:** Biology 37 and 38 and 8 hours in Physical Science and Math. (not more than 4 in Math.) **Others:** at least 1 year in laboratory science	Note: The outlined program is for the general student. One expecting to qualify for teaching a language must take the prescribed professional courses.
Psychology	4	Psychology 65	
Speech	4	Speech 31	
Health and physical education	14	As required for B.A. degree	
French, German or Spanish (Prerequisite to Major)	0 to 24	Same as for B.A. degree	
French, German or Spanish (For the Major)	24	In courses numbered 100 or above. Phonetics is required for French and Spanish majors. Amount dependent upon how many college hours of study the student finds it necessary to devote to foreign language prerequisites.	Those planning to teach the language in high school should take L-121. Chosen from the recommended courses listed above, or at will. L-170 (Spanish American Culture) should be elected by those who plan to teach Spanish.

It should be noted that a minor in any one of the foreign languages will automatically meet the minimum requirements for a high school teaching certificate in that subject.

Related Majors: Credit for all Spanish courses is accepted for majors in the Institute of Latin-American Studies; credit in French and German is accepted for minors.

The major in foreign trade within the Division of Commerce includes a

study of the Spanish language and of Latin-American literature and culture and automatically gives the student a second major in Spanish. Credit in French is accepted for Latin-American students who major in foreign trade.

The major in foreign service within the Division of Social Studies is also planned to give the student a second major in the foreign language of his choice.

Proficiency Examination: All students preparing to major in or teach French, German or Spanish, or who are majoring in Latin-American studies, are required to pass an examination demonstrating their proficiency in the written and spoken language. Those who fail the examination are required to take additional advanced courses as advised by the major professor.

First and Second-Year Language Courses: During the first two years of language study, classes will meet for a total of five days a week, including three class meetings devoted to mastering the basic fundamentals, such as vocabulary, composition and reading; and two class meetings on the oral aspects of the language, such as pronunciation, phonetics, and conversation practice. These latter laboratory-type classes will be supervised either by a native speaker or by an instructor with a maximum foreign residence.

The overall purpose of this combined method is to provide the student with at least a limited skill in speaking and oral understanding of the language without sacrificing the funadmentals of reading and writing which are required of many pre-professional students. Slight modifications in the plan as described may occasionally be made for administrative reasons.

Except for the first quarter of the first year, students who maintain a certain average grade—to be determined by the instructor—will be given the option of attending four days or five days a week.

Advanced Language Courses: As the student progresses into the more advanced courses, studies in the literature and civilization of the French-, German-, or Spanish-speaking countries will receive greater emphasis. Oral and written treatment of this material will be largely in the foreign language.

Registration for Courses: In all courses which run throughout the year, the first quarter is prerequisite for the second and both the first and second are prerequisites for the third. No credit is granted for any part of the first year of a language until the third quarter has been completed.

It is understood that a student, whether studying a foreign language as a part of his "core curriculum," as a requirement in a "related major," or as a major or minor in itself, will begin the language in college at the level of his achievement at the time of entrance. If he should be placed in a language course above the level which his preparation warrants, he will not receive either additional entrance credits or college hours of credit for the courses not studied in college.

Class Attendance: Because of the special nature of teaching and learning a foreign language, a minimum amount of "contact time" is essential. Foreign language students, therefore, are expected to attend all classes except those from which they are excused by reason of illness, administrative sanction, or the judgment of the instructor (see final paragraph under **First- and Second-Year Language Courses**, above).

FRENCH

Dr. Preuss Dr. Burks Mrs. Johnson

Beginning French and **Second-Year French.** For a description of the nature of these courses, the teaching method to be employed, and requirements of class attendance see the statement above under the heading, **First- and Second-Year Language Courses.**

25-26-27—**Beginning French.** Four hours credit each quarter.

75-76-77—**Second Year French.** Four hours credit each quarter.
Prerequisite: French 27, or the equivalent, and consent of the instructor.

121—**Methods of Teaching Modern Languages in the High School.** Four hours.
Required of foreign language majors who plan to teach.

125—**Advanced Conversational French.** Four hours.
Prerequisite: French 77.
The purpose of this course is to develop further the ability to speak the language fluently. Recommended for those who plan to major in or teach French. Offered in the fall quarter only.

126—**French Phonetics.** Four hours.
This course is planned to combine the theory and practice required for improvement in comprehension, pronunciation, enunciation and intonation.
Prerequisite: French 77.
Required of those who plan to major in or teach French. Recommended for students of voice.

127—**Scientific French.** Four hours.
Prerequisite: French 77, or the equivalent, and consent of the instructor.
Readings in several sciences, such as chemistry, geology, etc.

154-146-147—**Introduction to French Literature.** Four hours each quarter.
Prerequisite: French 77 or the equivalent.

151—**French Romanticism.** Four hours.
Prerequisite: French 147.
Representative writers of the French Romantic movement are read and essential differences between Romanticism and Classicism are noted. Individual reports are required from time to time.

152—**French Realism and Naturalism.** Four hours.
Prerequisite: French 147.
Significant characteristics of Realism and Naturalism are studied as they appear in outstanding French works of the latter half of the nineteenth century.

153—**French Literature of the Twentieth Century.** Four hours.
Prerequisite: French 147.
Representative works from authors of the present century are read and discussed in French with a view of determining recent cultural trends in France.

154—**French Literature Since World War II.** Four hours.
Prerequisite: French 77, or the equivalent, and consent of the instructor.

160-161-162—**French Literature of the Nineteenth Century.** Four hours each quarter.
Prerequisite: French 147.
The study and discussion of representative works in poetry, drama and fiction. Offered in alternate years.

170-171-172—**Survey of French Literature from the Eleventh Century to the Revolution.** Four hours.
Prerequisite: French 147.
Offered in alternate years.

GERMAN

Mr. Carrier Dr. Preuss

Beginning German and **Second Year German.** For a description of the nature of these courses, the teaching method to be employed, and requirements of class attendance, see the statement on Page 192 under the headng, **First and Second Year Language Courses.**

35-36-37—**Beginning German.** Four hours credit each quarter.

85-86-87—**Second Year German.** Four hours credit each quarter.
Prerequisite: German 37, or the equivalent, and consent of the instructor.

100—**Advanced Conversation.** Four hours.
May be taken concurrently with German 85-86-87.
Prerequisite: German 37, or the equivalent, and consent of the instructor.

101—**Scientific German.** Four hours.
Prerequisite: German 87, or the equivalent, and consent of the instructor.
Readings inseveral sciences, such as chemistry, geology, etc.

102—**Contemporary German Literature.** Four hours.
Prerequisite: German 87, or the equivalent, and consent of the instructor.

195-196-197—**Survey of German Literature.** Four hours each quarter.
Prerequisite: German 87, or the equivalent, and consent of the instructor.

SPANISH

Dr. Burks Mrs. Johnson

Students who major in Spanish may not minor in Latin-American studies.

Beginning Spanish and **Second Year Spanish.** For a description of the nature of these courses, the teaching method to be employed, and requirements of class attendance, see the statement on Page 192 under the headng, **First and Second Year Language Courses.**

31-32-33—**Beginning Spanish.** Four hours credit each quarter.

81-82-83—**Second Year Spanish.** Four hours credit each quarter.
Prerequisite: Spanish 33, or the equivalent, and consent of the instructor.

100—**Advanced Conversation.** Four hours.
Prerequisite: Spanish 83.
The purpose of this course is to develop further the ability to speak the language fluently. Offered only in the fall quarter. Recommended for those who plan to teach Spanish.

101—**Phonetics.** Four hours.
Prerequisite: Spanish 100.
A study of the phonetics and pronunciation of the Spanish language through phonetic transcription, syllabication and oral work in the laboratory. Required of all majors and prospective teachers.

L-121—**Methods of Teaching Modern Languages in the High School.** Four hours.
Required of foreign language majors who plan to teach.

148-149-150—**Introduction to Spanish Literature.** Four hours each quarter.

Prerequisite: Spanish 83.

The reading and discussion of selections of Spanish literature from the beginning down to the early 20th century. Offered in alternate years.

160-161-162—**Introduction to Spanish-American Literature.** Four hours each quarter.

Prerequisite: Spanish 83.

The reading and discussion of selections of Spanish-American literature from the beginnings down to the early 20th century. Offered in alternate years.

170-171-172—**Spanish Drama and Novel of the 19th Century.** Four hours each quarter.

Prerequisite: Spanish 150.

Reading and discussion of selected masterpieces of the 19th century. Offered in alternate years.

THE INSTITUTE OF LATIN-AMERICAN STUDIES

Reginald C. Reindorp, Director

Mrs. B. W. Curry Mr. Franck Mrs. Jenkins
Mr. J. R. Johnson, Jr. Mrs. W. L. Johnson

The Institute of Latin-American Studies was organized at Mississippi Southern College in 1947 to coordinate the study program and administer the affairs of the many Latin-American students on the campus. In this respect the director of the institute is foreign student adviser.

The principal aim of the institute is to foster and promote better understanding and relationships between the Americas. To implement this aim the institute offers two general types of courses, one for Latin-American students who come to the United States for the purpose of learning English and United States culture and customs. These are called orientation courses for Latin-Americans.

The second general type of course is organized for the purpose of offering training to North American students who wish to prepare themselves for work or a career in inter-American affairs. These courses are called Latin-American studies. All courses in the institute are designated by the letter "L". For further information concerning the Institute of Latin-American Studies ask for the institute bulletin.

ORIENTATION COURSES FOR LATIN AMERICANS

Each quarter the Institute offers a twelve-weeks orientation course with classes in the English language, conversation, composition, grammar, culture and customs of the United States, and others. These courses are attended by business and professional people, and students, all of whom are international guests representing the best of Latin-American homes and society.

During the months which comprise the summer vacation for the schools of Latin-America (December, January, and February) the institute offers a special eight-weeks' course for teachers. This course offers more advanced training of a technical nature for both United States and Latin-American teachers of English as a foreign language.

While registered in the institute the visitors are taken on excursions to various places of historic and scenic interest in the State of Mississippi and to New Orleans. These excursions serve to give the students an insight into United States civilization. In addition, various clubs, business firms and

civic organizations entertain the students with trips, programs, banquets, and other activities. The institute also has a regular organizezd social program for these students.

Course Offerings

Group I (Beginners)

L-25—**Vocabulary.** No credit.

L-26—**Pronunciation and Enunciation.** Two hours daily, five days a week. No credit.

L-29—**Conversation.** No credit.

L-30—**Composition.** No credit.

(Group II (Advanced)

L-40—**Advanced Vocabulary.** No credit.

L-45—**Advanced Conversation.** No credit.

L-47—**United States Customs and Culture.** No credit.

L-49—**Intonation.** No credit.

L-51—**Pronunciation and Phonetics.** No credit.

L-53—**Composition.** No credit.

Professional Courses for Latin American Teachers of English

L-101—**Conversation.** No credit.

L-103—**Phonetics.** Five hours weekly. No credit.

L-105—**Intonation.** Five hours weekly. Three hours credit.

L-123—**Commercial English.** No credit.

L-147—**Customs and Culture of the U. S.** No credit.

[1]All non-credit courses meet five hours weekly unless otherwise specified.
[2]The courses which carry college credit are open to regular college students and are of eight weeks duration.

L-155—**Methods of Teaching English as a Foreign Language.** Five hours weekly. Three hours credit.

L-157—**History of the English Language.** Five hours weekly. Three hours credit.

L-159—**Literature of the United States.** No credit.

Latin American Studies

The student who is interested in inter-American affairs will find many opportunities for study at Mississippi Southern College. There is also the advantage of mingling with Latin-American students to become acquainted with their customs and culture and to practice speaking Spanish and Portuguese. The various departmental and divisional offerings in this field have been coordinated and developed into several inter-departmental curricula providing the following courses or degrees:

I—The B.A. in Latin-American studies with emphasis on culture and history.

II—The B.A. and B.S. degrees in Foreign Service.

III—The B.A. degre with a major in Foreign Trade.

VI—The B.S. degree with a major in economics and related fields, with minor in Latin-American studies.

V—A two-year course for secretary-interpreters or receptionists specializing in inter-American relations.

VI—A one-year intensive course in Latin-American studies for graduate students, business men, professionals and technicians.

VII—The B.S. in Latin-American studies leading to certification as a teacher of Spanish.

VIII—The B.S. in Latin-American studies which prepares for service career in Latin America in the following areas:

1. Elementary education
2. Reading specialist
3. Home economics and home making
4. Health education
5. Sanitation and sanitary engineering

Core Requirements

The core requirements for the B.A. and B.S. degrees may be found in the appropriate sections of this catalouge. The total core requirements of 100 hours for the B.A. degree leave a remainder of 92 hours which will be taken in major, minor and elective courses. The total core requirements of 78 hours for the B.S. degree leave 114 hours to be distributed among major, minor and elective fields.

For a sample curriculum in foreign trade and other major and/or departmental courses which may be counted as Latin-American studies, see the bulletin of the institute.

Note: Students who major in Latin-American studies may not minor in Spanish.

Course Offerings in the Institute

L-102—**Commercial Spanish.** Four hours.

L-105—**Intonation (English).** Three hours. (Eight weeks).

L-121—**Methods of Teaching Modern Languages in the High School.** Four hours.

L-137—**Advanced Spanish Typewriting.** Four hours.

L-155—**Methods of Teaching English as a Foreign Language.** Three hours. (Eight weeks).

L-157—**History of the English Language.** Three hours.

L-166—**Beginning Spanish Shorthand.** Four hours.

L-167—**Intermediate Spanish Shorthand.** Four hours.

L-168—**Advanced Spanish Shorthand.** Four hours.

L-170—**Spanish American Culture.** Four hours.

For course descriptions and prerequisites, see the bulletin of the institute.

Proficiecy Examinations

The Institute of Latin-American Studies offers two types of proficiency examinations as follows:

(1). All students whose mother tongue is not English are required to present a certificate of proficiency in English when registering in the college. This certificate is issued by the institute when the student has taken and passed the proficiency examination. This examination is given at the end of each quarter and may be taken as many times as necessary. There is a charge of $1.00 for each examination, except the first, to cover the cost of materials.

(2). All students who plan to teach or major in French, Spanish or English as a foreign language or in Latin-American studies are required to demonstrate their ability to speak, understand and write the language they have studied by passing the proficiency examination.

Application forms for the above examinations may be obtained in the institute office.

DIVISION OF MILITARY SCIENCE AND TACTICS

Lt. Col. Tom E. Cole, Chairman

Captain Marvin L. Woodruff
MSgt. Robert L. Payne
SFC John A. Wade
Captain William H. Avery, Jr.
SFC Thomas M. Ginn
SFC Lloyd R. Garner

AUTHORIZATION

Mississippi Southern College was authorized by the Department of the Army to activate on April 3, 1950, a volunteer unit of the senior division Reserve Officers' Training Corps. Training offered was to be a General Military Science course. The unit was organized June 14, 1950, under the authority of the Act of Congress, June 3, 1916, and subsequent amendments thereto.

OBJECTIVES

The general objective of the course of instruction is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as officers in the United States Army. Training in military leadership will be emphasized. Instruction will be given in subjects common to all branches of the army. It is intended to attain this objective during the time that the students are pursuing the general or professional studies, with the least possible interference with their civil careers, by employing methods designed to fit them physically, mentally, and morally for pursuits of peace as well as pursuits of war. It is believed that such military training will aid greatly in the development of better citizens.

MISSION

The major mission is the training of officers to serve with the reserve components of the Army of the United States, i.e., The United States Army Reserve, and the National Guard. In addition, the ROTC provides the principal source of procurement of junior officers for the regular army.

VETERANS

Veterans may receive credit for the basic course for military service completed within five years prior to enrollment in ROTC. Veterans who have been honorably discharged, or transferred to the Enlisted Reserve Corps and relieved from active duty, may receive credit toward eligibility for the advanced ROTC course on the following basis:

(1) For more than six months and less than one year of active service in the Army, Air Force, Navy, Marine Corps or Coast Guard, credit in lieu of the first year basic course.

(2) For more than one year of such active service, credit in lieu of two years or the entire basic course.

ENROLLMENT REQUIREMENTS

The general requirements for enrollment and continuance in the ROTC are that the student be a citizen of the United States, physically qualified as prescribed by the Department of the Army, accepted by the institution as a regularly enrolled student, not less than 14 years of age, but less than 23 years of age at the time of enrollment (except for veterans). The student must successfully complete such general survey or screening tests as are given to determine eligibility for admittance to the basic and advanced courses, and agree in writing upon admission to the advanced ROTC course to complete the course of instruction offered, unless released by the Department of the Army. Should a student fail to continue the prescribed course

while a student at Mississippi Southern College, he may be requested to refund to the government any sums previously paid. The contract will expire if the student's attendance at the school is interrupted for more than two calendar years.

TRAINING COURSES AND ALLOWANCES

The course of training covers four years and is divided into two periods.

The Basic Course: The basic course consists of a minimum of three hours' instruction weekly during the first two academic years of military science. No credit will be allowed for basic ROTC unless the entire basic course is completed. A complete uniform of the type worn by the U. S. Army officers will be issued to each basic course student without cost.

The Advanced Course: The advanced course consists of five hours of instruction weekly during the third and fourth years of military science, with a six-week summer camp which is normally held at the end of the junior year. No credit will be allowed for advanced ROTC unless the entire advanced course is completed. The advanced course is not open to all students completing the basic course, nor to all veterans. Only those will be selected whose past military and academic records are of such high standing as to warrant the belief that they will become qualified reserve officers of the Army of the United States.

Students taking the advanced course of instruction are paid by the federal government at a rate fixed by the secretary of defense. The present rate is approximately $27.00 per month. Normally, there are about 105 days between the end of the spring quarter and the beginning of the fall quarter. ROTC students who have finished the first year of the advanced course will be required to spend 42 days in summer camp. They will be paid a ration value of 90 cents per day for the remaining 63 days of their summer vacation. This amount (approximately $57.00) will be paid when students return to school in the fall. See information covered under "Summer Camp" below concerning pay and allowances for the 42 days wwhile at summer camp.

All clothing, equipment, and textbooks necessary for the pursuance of military science course are loaned, free of charge, to the student. However, any such article lost or damaged other than by fair wear and tear must be paid for by the student to whom it is issued. A deposit of ten dollars is required of all students enrolled in ROTC. This fee is refunded when the student clears his supply account with the Division of Military Science and Tactics. Students who fail to clear their accounts with the military property custodian before leaving the institution will not only have their academic credits withheld, but will face the possibility of federal prosecution for illegal possession of government property.

SUMMER CAMP

The six weeks of summer camp is normally attended by students upon completion of the first year of the advanced course of military training. Students are paid five cents per mile for the distance from the institution to the place of camp and return. While at camp each student will receive food, uniforms, medical attntion, and pay of the first grade of the U. S. Army (currently $75.00 per month) from the government.

At this camp the students meet young men from many of the best institutions in the United States, thus broadening his contacts and affording him the opportunity to make friendships that may be of great value in his post graduate life. In addition to the many physical, moral, and mental benefits he obtains from the healthful camp life, there are sufficient recreational features provided to make his stay thoroughly enjoyable.

COMMISSIONS IN THE ARMY OF THE UNITED STATES

Students successfully completing the advanced course and the summer camp are tendered commissions as reserve officers in the Army of the United States.

There are certain stipulations whereby a student who completes the first year advanced course may be designated a "Distinguished Military Student". A student so designated and who maintains such standards until he graduates will be designated a "Distinguished Military Graduate" and will be eligible for consideration for appointment in the regular army.

AWARDS

Each year the outstanding ROTC cadet in each class is selected on the basis of leadership, scholarship, and military aptitude. The cadet so honored is awarded a key, and his name is engraved on the appropriate plaque displayed in the Military Science Building. Plaques were donated by the following civic organizations:

Outstanding Senior Award—Rotary Club.

Outstanding Junior Award—Kiwanis Club.

Outstanding Sophomore Award—Elks Club.

Outstanding Freshman Award—Veterans of Foreign Wars.

The following students were selected as the outstanding cadets in their respective classes for 1953.

Outstanding Senior—Leroy P. Stevenson.

Outstanding Juniors—William L. Sconiers and Jay W. Woodbeck.

Outstanding Sophomore—John S. Bradley.

Outstanding Freshman—Robert L. Cox.

A certificate of meritorious leadership achievement designed to recognize cadet leadership is awarded annually to the graduating cadet selected by the head of the institution on the basis of leadership development throughout his ROTC career. The student selected for this award was Jimmy R. Webb.

CURRICULUM

31, 32, 33—**Military Science.** Two hours each quarter.
Organization of the Army and ROTC; American military history; Individual weapons and marksmanship; School of the soldier and exercise of command.

61, 62, 63—**Military Science.** Two hours each quarter.
Crew-served weapons and gunnery; Map and aerial photograph reading; School of the soldier and exercise of command.

121, 122, 123—**Military Science.** Three hours each quarter.
Small unit tactics and communications; Organization, function and mission of the arms and services; Military teaching methods; Leadership; School of the soldier and exercise of command.

161, 162, 163—**Military Science.** Three hours each quarter.
Logistics; Operations; Military administration and personnel management; Service orientation; School of the soldier and exercise of commend.

DIVISION OF PHYSICAL SCIENCES AND MATHEMATICS

O. V. Austin, Chairman

CHEMISTRY

Mr. Austin Mr. Hurst Dr. Lane

For those students who have not had high school chemistry or who are taking chemistry for its cultural value and do not intend to major in chemistry, Chemistry 25a and 26a are recommended.

Students who are majoring in general science with the expectation of teaching in high school are required to take eighteen hours in chemistry, eighteen hours in biological sciences (including botany), and twelve hours in physics.

Students who are planning to major in physical chemistry, organic chemistry, biological chemistry, or preparing for medical school, dental school, hospital technician or agriculture, will find programs outlined on the following page.

24—**Survey of Chemistry.** Four hours.

Four theory periods per week.

A brief survey of the fundamental principles and processes of chemistry. Students entering in September, 1950, or thereafter are not permitted to take this course.

25—**Inorganic Chemistry.** Four hours.

Three theory and one double laboratory period per week.

A course in general inorganic chemistry. A study of the fundamental principles. A comparative study of the more common chemical elements and compounds together with the fundamental laws and theories concerning their combinations.

26—**Inorganic Chemistry.** Four hours.

Prerequisite: Chemistry 25.

Three theory and one double laboratory period per week.

A continuation of Course 25.

27—**Inorganic Chemistry.** Four hours.

Prerequisite: Chemistry 26.

Three theory and one double laboratory period per week.

A continuation of Course 26.

75—**Analytical Chemistry—Inorganic Qualitative Analysis.** Four hours.

Prerequisite: Chemistry 27.

One theory and three double laboratory periods per week.

A course intended to give the students a knowledge of the methods used in qualitative analysis. A study of the reactions, methods of separation and identification of the common metals and acids.

76a, b—**Analytical Chemistry—Qualitative Analysis and Quantitative Analysis.** Two hours each.

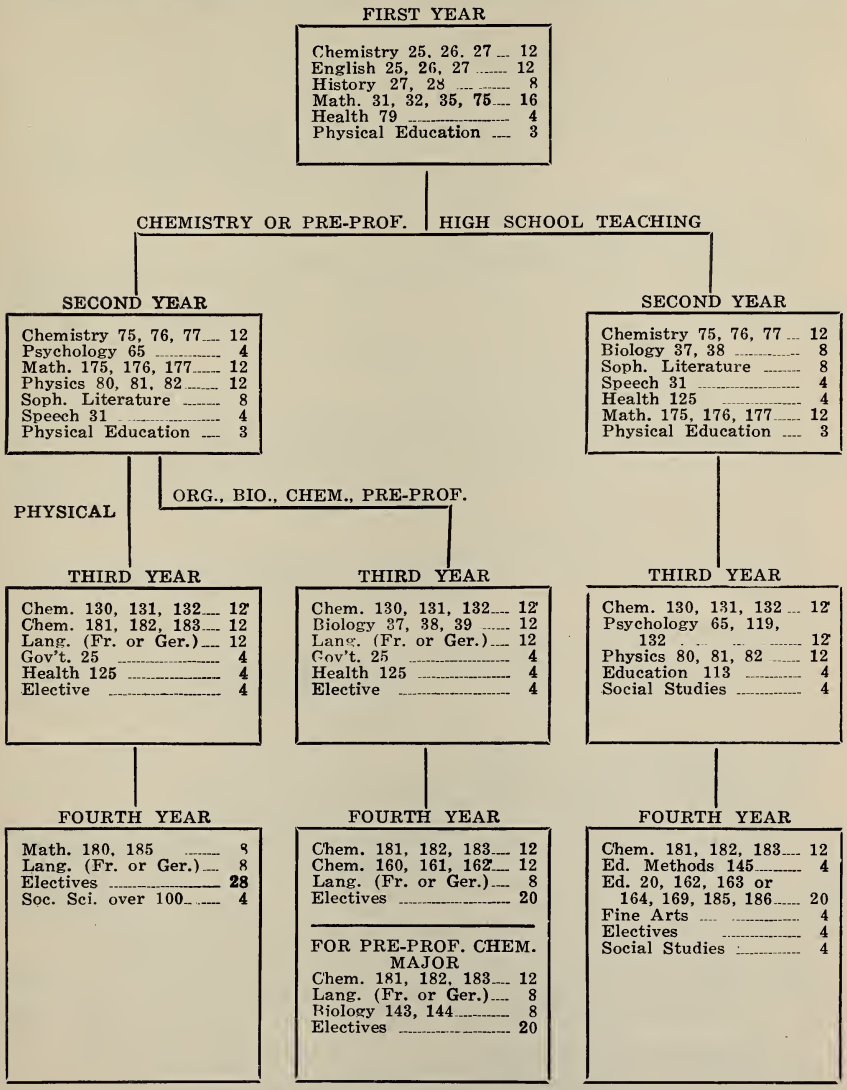
Prerequisite: Chemistry 75.

One theory and three double laboratory periods per week.

Qaulitative Analysis completed and Quantitative Analysis begun. The quantitative work is designed to give an understanding of the technique necessary in making quantity determinations.

CHEMISTRY CURRICULUM

Suggested Program for Chemistry Majors and Pre-Professional Students


FIRST YEAR
Chemistry 25, 26, 27 ... 12
English 25, 26, 27 ... 12
History 27, 28 ... 8
Math. 31, 32, 35, 75 ... 16
Health 79 ... 4
Physical Education ... 3
CHEMISTRY OR PRE-PROF.
HIGH SCHOOL TEACHING
SECOND YEAR
Chemistry 75, 76, 77 ... 12
Psychology 65 ... 4
Math. 175, 176, 177 ... 12
Physics 80, 81, 82 ... 12
Soph. Literature ... 8
Speech 31 ... 4
Physical Education ... 3
SECOND YEAR
Chemistry 75, 76, 77 ... 12
Biology 37, 38 ... 8
Soph. Literature ... 8
Speech 31 ... 4
Health 125 ... 4
Math. 175, 176, 177 ... 12
Physical Education ... 3
PHYSICAL
ORG., BIO., CHEM., PRE-PROF.
THIRD YEAR
Chem. 130, 131, 132 ... 12
Chem. 181, 182, 183 ... 12
Lang. (Fr. or Ger.) ... 12
Gov't. 25 ... 4
Health 125 ... 4
Elective ... 4
THIRD YEAR
Chem. 130, 131, 132 ... 12
Biology 37, 38, 39 ... 12
Lang. (Fr. or Ger.) ... 12
Gov't. 25 ... 4
Health 125 ... 4
Elective ... 4
THIRD YEAR
Chem. 130, 131, 132 ... 12
Psychology 65, 119, 132 ... 12
Physics 80, 81, 82 ... 12
Education 113 ... 4
Social Studies ... 4
FOURTH YEAR
Math. 180, 185 ... 8
Lang. (Fr. or Ger.) ... 8
Electives ... 28
Soc. Sci. over 100 ... 4
FOURTH YEAR
Chem. 181, 182, 183 ... 12
Chem. 160, 161, 162 ... 12
Lang. (Fr. or Ger.) ... 8
Electives ... 20
FOR PRE-PROF. CHEM. MAJOR
Chem. 181, 182, 183 ... 12
Lang. (Fr. or Ger.) ... 8
Biology 143, 144 ... 8
Electives ... 20
FOURTH YEAR
Chem. 181, 182, 183 ... 12
Ed. Methods 145 ... 4
Ed. 20, 162, 163 or 164, 169, 185, 186 ... 20
Fine Arts ... 4
Electives ... 4
Social Studies ... 4

77—**Analytical Chemistry—Quantitative Analysis.** Four hours.
Prerequisite: Chemistry 76.
One theory and three double laboratory periods per week.
The quantitative work is completed. Typical gravimetric and volumetric determinations are studied with an introduction to instrumental analysis.

90N—**Chemistry for Nurses.** Four hours.
Three theory periods and one two-hour laboratory period per week.

The purpose of this course is to offer the basic principles of chemistry together with sufficient application from every day life and nursing procedures to meet the needs of the young woman who plans to be a nurse. Closed to regular students.

92—**Organic Chemistry.** Four hours.
Prerequisite: Chemistry 27.
Three theory and one double laboratory period per week.
This is a short course in organic chemistry designed for students majoring in home economics. Both aliphatic and aromatic hydrocarbons are studied, and the application of organic chemistry to the home is emphasized.

130—**Organic Chemistry.** Four hours.
Prerequisite: Chemistry 27.
Two theory and two double laboratory periods per week.
This course is intended to give the student a knowledge of the fundamental principles of the compounds of carbon. Reactions of the aliphatic hydrocarbons, with their derivatives, their nomenclature, classificiation, relationships and general applications, are studied.

131—**Organic Chemistry.** Four hours.
Prerequisite: Chemistry 130.
Two theory and two double laboratory periods per week.
A continuation of Course 130 finishing the study of the aliphatic hydrocarbons and taking up the study of the aromatic hydrocarbons.

132—**Organic Chemistry.** Four hours.
Prerequisite: Chemistry 131.
Two theory and two double laboratory periods per week.
A continuation of Course 131 completing the study of the aromatic hydrocarbons.

136—**Food Chemistry.** Four hours.
Prerequisite: Chemistry 92.
Three theory and one double laboratory period per week.
This is a brief course in the study of the composition and properties of foods: proteins, carbonhydrates, fats, salts, etc.

160—**Biochemistry.** Four hours.
Prerequisite: Chemistry 130-131-132.
Two theory and two double laboratory periods per week.
A course designed to give the student knowledge of the chemical processes involved in the human body. The chemistry of carbonhydrates, proteins, and lipids, including the digestion and metabolism of each, is considered. The chemistry of the vital processes such as respiration and detoxication are also given attention. The remainder of the time is devoted to the study of the chemical composition and analysis of urine and blood.

161—**Biochemistry.** Four hours.
Two theory and two double laboratory periods per week.
A continuation of Chemistry 160.

162—**Biochemistry.** Four hours.
Prerequisite: Chemistry 161.
Two theory and two double laboratory periods per week.
A continuation of Chemistry 161, largely, the study of blood and of urine.

165—**Physiological Chemistry.** Four hours.
Prerequisite: Chemistry 136.
Three theory and one double laboratory period per week.
This is a one quarter course designed for home economics students. It follows the course in food chemistry and is a study of the chemistry of the human body.

172—**Physiological Chemistry.** Four hours.
Prerequisites: Chemistry 27 and any organic course.
Three theory and one double laboratory period per week.
This is a one quarter course designed to introduce the student to the chemical constitution, reactions, and products of living material.
The course is especially designed for pre-professional students who do not need a full year of this subject matter and for advanced work by students of home economics who have had Chemistry 92, 136, 165.

177-178—**Physical Chemistry for Pre-medical and Biological Science Students.** Three hours each quarter.
Prerequisite: Chemistry 77, Mathematics 35.
Those topics of physical chemistry which are of immediate application to the problems of pre-medical and biological work form the basis of this course. Included are the gas laws, kinetics, equilibrium and free energy, electro-chemistry, pH, buffer, surface equilibria, colloids, and membrane phenomena.

181—**Physical Chemistry.** Four hours.
Prerequisite: Chemistry 77 and Mathematics 175-176.
Three theory and one double laboratory period per week.
The mathematical treatment of the laws governing chemical and physical changes is stressed. The topics considered are: the three states of matter, first and second laws of themodynamics, thermochemistry, molecular properties and constitution, solutions, homogeneous and heterogeneous equilibria, kinetics of reactions, colloids, electrochemistry, and chemical types of physico-chemical measurements.
Calculus however, may be taken concurrently with the course.

182—**Physical Chemistry.** Four hours.
Three theory and one double laboratory period per week.
A continuation of Chemistry 181.

183—**Physical Chemistry.** Four hours.
Three theory and one double laboratory period per week.
A continuation of Chemistry 182.

190-191—**Chemistry.** Four hours.
Prerequisites: Calculus and concurrently Physical Chemistry.
Offered to Chemistry majors during their last two quarters of the senior year upon recommendation of the faculty of the Chemistry Department.
The course will require considerable library and laboratory research on some original problem chosen in consultation with the student's adviser.

GEOLOGY

Dr. Brown Mr. Livingston

Any student may register for courses 41, 42 or 43. For higher bracket courses, the department strongly recommends that students have a fundamental background in mathematics, physics, chemistry, and biology. A student contemplating a major in geology should carefully select prerequisite courses in related fields, as suggested in the geology curriculum.

[2]RECOMMENDED CURRICULUM FOR GEOLOGY MAJORS

[4]Freshman Year

	Hours
English 25, 26, and 27	12
History 27 and 28	8
Speech 31	4
Chemistry 25, 26, 27 or Biology 37, 38, 39	12
Geology 41, 42, and 43	12
Physical Education activity courses	3
	51

Sophomore Year

Sophomore Literature	8
[5]Social Studies	8
Mathematics 31, 32, 35	12
Health 79	4
Psychology 65	4
Geology 119, 143	8
Physical Education activity courses	3
	47

Junior Year

Physics 90, 91, and 92	12
Geology 130, 160, 156	12
Physical Education or Health	4
[1]Minor field	12
[1]Electives	8
	48

[3]Senior Year

Geology Electives numbered above 100	12
[1]Minor field	4-16
[1]Electives	18-30
	46
TOTAL	192 hours

[1]The student is cautioned that he must have a total of 68 hours numbered above 100 to be eligible to graduate.

[2]Related minors are suggested in the following order of preference: mathematics, chemistry, biology.

[3]The summer field camp is strongly recommended for geology majors.

[4]French and German are required by many graduate schools.

[5]The social studies must be selected from two of the following fields: geography, government, sociology, economics.

41—**Physical Geology.** Four hours.

A study of the physical features of the earth and the geologic processes affecting them. Topographic and geologic maps. Common rocks and minerals.

42—**Historical Geology.** Four hours.

Prerequisite: Geology 41.

A study of the geologic history of the earth and its life. Collecting and identifying fossils.

Three hours lecture and two hours laboratory each week.

43—**Mineralogy.** Four hours.

Prerequisite: Geology 41 and 42.

Minerals of economic and scientific importance. Analysis and identification of each.

Two hours lecture and four hours laboratory each week.

Open to freshmen or sophomores.

102—**Invertebrate Zoology.** Four hours.

Prerequisite: Geology 41 and 42.

For Geology majors only. This course may not be taken for credit towards a major in Biology. A study of morphology of invertebrates will be

made with special reference to fossil producing forms. Four hours laboratory and two hours lecture per week.

119—**Sedimentation.** Four hours.
Prerequisite: Geology 41, 42, and 43.
Two theory periods and two 2-hour laboratory periods per week.
A concentrated study of the weathering, transportation, deposition, and lithification of sedimentary rocks. Regional and other sediments will be investigated, classified, and mechanically treated by laboratory apparatus.

121—**Economic Geology.** Four hours.
Prerequisite: Geology 41, 42, and 43.
The economic development of our natural recources. The origin, production, distribution, and utilization of both the metallic and non-metallic groups will be considered.
Field trips will be included when possible.
Three hours lecture and two hours laboratory each week.

122—**Petroleum Geology.** Four hours.
Prerequisite: Senior status in geology.
The origin, occurrence, distribution, and methods of recovery of petroleum and natural gas.
Three hours lecture and two hours laboratory each week.

124—**Physiography.** Four hours.
(Not acceptable for core requirement.)
An introductory course in earth science emphasizing the geologic processes at work accounting for the relief of the earth's surface. Designed for students not majoring in geology. (Credit not allowed geology majors or those who have completed Geology 41.)

130—**Structural Geology.** Four hours.
Suggested prerequisites: High school plane geometry; Geology 41, 42, 43, 153; technical drawing (at some later date).
Mechanical principles, folds, faults, plutons, regional tectonics, geophysical methods and structural problems.
Two hours lecture and two 2-hour laboratory periods per week.

143—**Advanced Mineralogy.** Four hours.
Prerequisite: Geology 43 or Chemistry 25, 26, and 27.
Crystallography; physical properties, occurrences, uses and identification.

153—**Geologic and Plane Table Mapping.** Four hours.
Prerequisite: Geology major, upperclass standing, and permission of department head.
Eight hours field and laboratory work weekly.
Fundamental methods used in geologic mapping. Local regional areas will be assigned to map and contour to scale. Instruction will be given to individual assignments.

154—**Problems in Marine Sedimentation.** Four to nine hours, or 1½ hours credit per week.
Taught at Gulf Coast Research Laboratory. A study of present marine sedimentation along the Gulf Coast. Accumulated results of study will be used from year to year. (Permission to register must be secured from the department head.)

156—**Invertebrate Paleontology.** Four hours.
Prerequisite: Geology 41, 42, 43, or Geology 41 and Biology 102.
Two theory periods and two 2-hour laboratory periods per week.
A systematic study of the structure and classification of the important fossil invertebrates. Designed to acquaint the student with the evolution and geological significance of the various groups of invertebrate life. The

aim of the course is to provide the average student with a useful tool for field work with fossil bearing rocks.

A brief study will be given to vertebrates.

157—**Stratigraphy.** Four hours.

Suggested prerequisites: Geology 119, 130, 156.

Methods and principles of stratigraphy with emphasis on the Cenozoic and Cretaceous of the Gulf Coastal Plain. Regional stratigraphic sequences of the U. S. A. will be covered.

Two hours lecture and two 2-hour laboratory periods each week. Laboratory periods may be used for field work when advisable.

160—**Petrology.** Four hours.

Suggested prerequisites: Geology 43 (Mineralogy); General Chemistry.

Origin, mode of occurrence and determination of the common types of igneous, sedimentary and metamorphic rocks. The methods of petrology will be used and about 150 common rocks will be studied.

Two hours lecture and two 2-hour laboratory periods each week.

161—**Micropetrography.** Four hours.

Prerequisite: Geology 43, 143, and Chemistry 25, 26, and 27.

A systematic study of rocks, identification of their constituents by means of the polarizing microscope; interpretation of textures; problems of genesis; qualitative and quantitative classifications.

166—**Advanced Paleontology.** Four hours.

Prerequisite: Geology 156.

An advanced treatment of invertebrate paleontology with emphasis on micropaleontology, morphology, ecology, and biostratigraphy.

180—**Geology Summer Field Camp.** 1½ hours per week in the field, the credit and location of the camp to be announced by the department each year as offered.

Prerequisite: Geology 41, 42, and 43.

Designed to give experience in solving stratigraphic, paleontologic, structural, physiographic, and glacial problems in the field. Instruction will be given in field methods, instrumentation, and upon the art of collecting both data and sepcimens. Field report required.

191—**Field Geology of Mississippi.** Four hours.

Prerequisite: Geology 41, 42, and upper class standing.

Minimum of eight hours' field and laboratory work weekly.

The purpose of the course is to provide for direction in the study of the geology of this state. Lectures, dicussions, and reading assignments will be given preparatory to field studies.

Students must consult the department head before registering for this course.

195—**Special Problems in Geology.** Four hours.

Prerequisite: Senior standing and consent of the department.

Independent study or research. This course provides an opportunity for the well-qualified student to do supervised individual work in the field of his special interest.

PHYSICS

Mr. St. Clair

A student may complete a minor in the department by taking the following courses: 90, 91, and 92 or 80, 81, and 82 and, in addition, 112, 113, 160, and 161. Mathematics 182 may be substituted for 112 or 113.

20—**Acoustics.** Four hours.

A non-laboratory course in physics designed especially for students of music and speech. It is a study of the physical nature of sound, the human

voice, the hearing process, musical intervals and temperament, and acoustics of rooms.

23—**Survey of Physics.** Four hours.

A brief survey of the field of physics, similar in scope to Chemistry 24 or Biology 22. Four theory periods per week. Students entering in September, 1950, or thereafter are not permitted to take this course.

23a—**Physical Science.** Four hours.

This course is designed to develop the understanding that will help the student to locate himself in his surroundings; to impress him with the importance of relying upon truth in ordering his own life, and to enable him to appreciate the careful, logical methods employed by scientists in arriving at trustworthy conclusions.

80—**General Physics.** Four hours.

Two theory periods and two double laboratory periods per week.

A study of the physical laws and principles and their practical applications. A study of mechanics, hydrostatics, vectors, electricity, heat, sound, light, etc.

81—**General Physics.** Four hours.

Two theory periods and two double laboratory periods per week.
A continuation of Course 80.
Prerequisite: Physics 80.

82—**General Physics.** Four hours.
Prerequisite: Physics 81.
Two theory periods and two double laboratory periods per week.
A continuation of Course 81.

90—**Technical Physics.** Four hours.
Prerequisite: Mathematics 35, credit or registration in Mathematics 175 is desirable but not essential.
Two theory periods and two double laboratory periods per week.

A first course in college physics designed for engineering students and science majors. Mechanics.

91—**Technical Physics.** Four hours.
Prerequisite: Physics 90, credit or registration in Mathematics 176 is desirable but not essential.
Two theory periods and two double laboratory periods per week.
Heat sound, light.

92—**Technical Physics.** Four hours.
Prerequisite: Physics 91.
Two theory periods and two double laboratory periods per week.
Electricity and magnetism.

112—**Sound.** Four hours.
Prerequisite: Physics 81.

An intermediate course in which the phenomena of sound are considered in greater detail than in general college physics.

113—**Modern Physics.** Four hours.
Prerequisite: Physics 82.

A study of the advances in physics and atomic knowledge made during the last few decades: the discovery of the electron; X-rays and radioactivity; the Bohr theory; photoelectric effect; DeBroglie's relation; and atomic energy.

137—**Household Physics.** Four hours.
Three theory and one double laboratory period per week.

A course in physics especially designed for students of home economics,

with emphasis placed upon the application of the principles of physics to the home.

160—**Electricity and Magnetism.** Four hours.

Prerequisite: Year of general college physics, integral calculus.
Three hours lecture and two hours laboratory per week.
An intermediate course in the theory and application of electricity and magnetism.

161—**Electricity and Magnetism.** Four hours.

Prerequisite: Physics 160.
Three hours lecture and two hours laboratory per week.
Further studies in electricity and magnetism.

THE TEACHING OF SCIENCE

Mr. Hurst

145—**The Technique of Teaching Science.** Four hours.

Prerequisite: A minimum of 36 quarter hours in science exclusive of the survey courses. These 36 quarter hours must include at least a year of biology and a year of chemistry.
Four theory periods per week with conferences.
This course will be of immediate value in giving teachers the technique of handling science classes. Selection, organization and presentation of subject matter is studied.

MATHEMATICS

Miss Felder Mr. Jones Mr. Leone Mr. Munn Mr. Rife
Mr. Sanders Mr. E. J. Thomas Mr. Van Hook

The Department of Mathematics offers a major or minor for students who are candidates for the Bachelor of Arts or the Bachelor of Science Degree. The mathematics courses are grouped below to facilitate the proper selection of sequences of courses by students.

Groups:

(a) Mathematics 32, 35, 75, 175, 176, 177

(b) Mathematics 178, 180, 185

(c) Mathematics 31, 76, 60, 120

For Prospective Teachers in the High School:

	Hours
Major:	
(1) Groups (a) (b)	36
Minor:	
(1) Group (a)	24
(2) One course selected from groups (b) (c)	4
	28

For Prospective Teachers in the Elementary School Who Minor in the Physical Sciences and Mathematics:

Mathematics 21, 60, 101 and 138 are recommended

For Students Who Do Not Plan to Teach:

	Hours
Major	36
(1) Group (a) (b)	36

Minor 28

(1) Group (a) 24

(2) Groups (b), (c) and select one course 4

Mathematics 120, 145 and 176 are recommended for majors in Business Administration or Economics.

Mathematics Laboratory. Non-credit.

Recommended for students with a deficiency of knowledge in the basic fundamentals of mathematics as indicated in a perliminary testing program.

21—**Basic Mathematics.** Four hours.

An elementary treatment of fundamental concepts including logic, the number system, ratio and proportion, percentage, operations and computation, exponents, linear equations, elementary statistical procedures, etc.

31—**College Algebra.** Four hours.

A first course in college algebra.

32—**College Algebra.** Four hours.

A second course in college algebra and continuation of 31.

35—**Plane Trigonometry.** Four hours.

36—**Spherical Trigonometry.** Four hours.

Prerequisite: Mathematics 35.

47—**Use of Slide Rule.** Two hours.

Prerequisite: Mathematics 35.

A study of the use of the slide rule in the fundamental operations of multiplication, division, squares, sqaure roots, powers, logarithms, sines, cosines, tangents, and cotangents. It is an introduction to the solution of engineering problems involving rectangles, circles, prisms, spheres, triangles, and civil engineering problems associated with surveying, and physics problems of gravity, electricity and magnetism.

48—**Plane Surveying.** Four hours.

Prerequisite: Mathematics 35.

Theory and practice in the use of instruments of surveying, measurement of horizontal, vertical distances, angles, traverse, curvilinear and topographic surveys, triangulation, measurement of latitude, longitude, azmith, and time, etc.

60—**Mathematics of Finance.** Four hours.

Prerequisite: A knowledge of geometric progressions and logarithms.

This course treats of the mathematical principles of such things as building and loan associations, sinking funds, bonds, investments, life insurance, installment buying, and amortization of debts.

61—**Mathematics of Fiance.** Four hours.

Prerequisite: Mathematics 60.

This course is a continuation of Mathemics 60 and is designed for commerce students. It includes study of simple annuities, sinking funds, amortization of loans, etc.

75—**Analytic Geometry.** Four hours.

Prerequisite: Mathematics 35.

76—**Analytic Geometry.** Four hours.

Prerequisite: Mathematics 75. This is a continuation of 75.

100a-b-c—**Aerial Navigation.** One hour each quarter.

120—**Elementary Statistics.** Four hours.

Prerequisite: Mathematics 21 or 31.

A study of statistical series, frequency distribution and their analyses, measures of central tendencies, dispersion and skewness, trend, seasonal and cyclical variation, linear correlation, the normal curve, index numbers, graphic presentation of data, statistical tables, colleection of data and theory of sampling.

131—**The Teaching of High School Mathematics.** Four hours.

This course should be taken after the student has finished as much as possible of his training in mathematics. This course is designed to give the student some knowledge of the foundation on which mathematics is built, the aims and purposes of teaching it in the high school, curriculum problems, the organization and presentation of subjject matter, methods of teaching, and methods of testing.

138—**The History of Mathematics.** Four hours.

145—**Statistics.** Four hours.

Prerequisite: Mathematics 120.

Average, dispersion, skewness, regression lines and planes, simple correlation, linear and non-linear trends and normal curve.

175—**Differential Calculus.** Four hours.

Prerequisite: Mathematics 75.

176—**Integral Calculus.** Four hours.

Prerequisite: Mathematics 175. This is a continuation of 175.

177—**Calculus.** Four hours.

A continuation of Mathematics 175 and 176, emphasizing the application of differnetial and integral calculus.

178—**College Geometry.** Four hours.

Geometry of the triangle and the circle.

180—**Theory of Equations.** Four hours.

181—**Introduction to Modern Algebra.** Four hours.

Prerequisite: Mathematics 180.

Theory of groups, rings, ideals, integral domains, and fields with applications.

182—**Analytical and Applied Mechanics.** Four hours.

A study of vectors, concurrent forces, cuplanar forces, resultants, equilibrium, forces in space, moments of inertia, center of gravity, hydrostatics, stress and strain, motion of a point, kinetics of a particle, impulse and momentum, work, kinetic energy, and dynamics of a rigid body.

Prerequisite: Mathematics 177 and Physics 82.

185—**Differential Equations.** Four hours.

Simple types of ordinary differential equations of the first and second order, linear equations with constant coefficients, applications to geometry and physics.

187—**Advanced Calculus.** Four hours.

Infinite series, continuity, limits, Gamma and Beta functions, vector analysis. Fourier series, etc.

600—**Advanced Calculus.** Four hours.

Prerequisite: Mathematics 175, 176, 177.

This course is a basis for any graduate work in Pure and Applied Mathematics. It is especially beneficial to senior high school and to junior college teachers of mathematics.

602—**Introduction to Higher Geometry.** Four hours.
Prerequisite: Mathematics 75, 175, 178.
Generalization of geometrical concepts, treated principally from the analytic standpoint.

603—**Teaching of Algebra and Geometry.** Four hours.
A study of modern methods of the teaching of high school and junior high school algebra and geometry. This course is intended for graduate students who have taught or are teaching.

604—**Field Work in Mathematics.** Four hours.
Application of mathematics to situations outside of the classroom. This course will be an aid to teachers of mathematics from grade five through junior college. Most of the work will be done by groups outside of the classroom.

605—**Professional Subject Matter.** Four hours.
Prerequisite: Mathematics 75 and 175.
Simplification of high school mathematics by introducing elementary topics from calculus and analytic geometry into high school algebra and geometry.

608—**Applications of Mathematics to Navigation and Astronomy.** Four hours.
Prerequisite: Mathematics 185.

609—**Advanced Professional Subject Matter. Four hours.**
Prerequisite: Mathematics.

DIVISION OF SOCIAL STUDIES

Leon A. Wilber, Chairman

GENERAL NOTES ON COURSE PATTERNS

(1) B.A. and B.S. Candidates not Electing Majors or Minors in Social Studies Division.

B.A. and B.S. students who do not intend to major (or minor) in any one of the social studies, but wish to elect courses in the division for their cultural value, or to meet core requirements, are advised to elect courses from the following: Geography 33, Government 25, History 27 and 28 (as a sequence), History 61, 62 and 63 (as a sequence), History 109, and Sociology 63 or 75.

(2) B.A. and B.S. Candidates Electing Majors or Minors in Social Studies Division.

Students electing majors in the Social Studies Division (except those seeking certificates to teach in elementary grades), are required to elect at least 36 hours in one social study, e.g., geography, government, history, or sociology. The same principle applies to students electing minors, except that only 28 hours are required. Social studies as a general field may not be chosen as a major or minor, except by elementary education majors, who may choose the general field as a minor.

Note: The major in foreign service is organized somewhat differently. (See the following page.)

Although much freedom is permitted a student in electing courses, he should not ordinary take an advanced course until after completing the corresponding survey course. For example, advanced U. S. history courses should be elected only after History 61, 62, and 63 have been completed; advanced government courses should be elected only after Government 25; advanced sociology courses, only after Sociology 63, etc.

(3) Candidates for License to Teach in Secondary Schools.

Students preparing to teach social studies in high school may follow the pattern outlined below:

A.	Core curriculum (not including social studies)		62
B.	Professional requirements		36
C.	Economics 55		4
D.	Courses in the Social Studies Division:		
	Geography 170	4	
	Government 25	4	
	History 27, 28	8	
	History 61, 62, 63	12	
	Sociology 63	4	
	Electives in one subject to make a total in that subject of 36 hours	12 to 36	
	(History majors must take History 109, Mississippi History)		
	Total in Social Studies Division (not including economics		48 to 64
E.	Electives to bring total to 192 hours		26 to 42
			192

(4) Foreign Service Major.

Mississippi Southern College offers many courses which will help a student prepare for the State Department examination for foreign service of-

ficer. The location at Mississippi Southern of the Institute of Latin-American Studies, and the nearness of large seaports with extensive trade with Latin America, give students unusual opportunities to prepare for the foreign service in Latin America. The State Department has recently been giving the following types of examinations to candidates:

1. A general written examination on ability to read English, and breadth of vocabulary.
2. A general examination on ability to interpret statistical tables and graphs, and to make simple mathematical deductions.
3. A general examination on range and accuracy of factual information.
4. A general examination on ability of expression in written English.
5. A special examination on government and world history since 1776.
6. A special examination in economics.
7. A special examination in one or more modern languages.
8. After the student has passed the foregoing, an oral examination to determine physical and intellectual vigor, effectiveness of personality, and good general judgment.

The examiners also consider training a candidate may have in a special field, such as Latin America (although this is not absolutely required to pass).

The following program is recommended for students wishing to prepare for the examination. It is based on the requirements for the B.A. degree, but with a minor change will meet requirements for the B.S. degree.

		Hours
1.	Core, not including language or social studies (The student should include Math. 21 or 31, and Math. 120.)	59
2.	Major in foreign service: History 28, 61, 62, 63, and 12 hours of electives. Geography 43 or 145, and 170. Government 25, 150, and either 157 or 185. Total	48
3.	Foreign language (If the student did not have two years of the same language in high school, 12 additional hours will be necessary.)	36
4.	Minor in economics: Economics 55, 56, 133, 166, 167, 190 and 4 hours of electives	28
5.	Electives	21

The following are highly recommended as electives:

a. Courses for specialization in Latin America:
   Geography 118 (Geography of Latin America)
   History 127 (History of Latin America since 1820)
   Latin-American Studies L-170 (Latin-American Culture)

b. Helpful courses in social studies:
   History 128, 129 (United States Foreign Policy)
   History 172 (The Far East since 1853)
   History 142, 168, 170, 175 (Recent U. S., European and English history.)
   Geography of different world areas

Government 157 (International Politics), and 185
(International Law)
Economics 191 and 192 (International Trade)

c. Journalism and/or speech, to develop effectiveness in expression.

6. Extra-Curricular Activities:
The student should take an active part in campus activities, such as student government and athletics, so as to develop the vigorous, effective personality desired by the State Department. Participation in activities of the Social Studies Division and the Latin-American Institute will help the student train himself in his field of specialization.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

With Secondary School Teacher's License

Recommended for

MAJOR IN GEOGRAPHY

Freshman Year

	Hours
Geography 33, and History 27 and 28	12
English 25, 26, 27	12
Biology 38, 38 and one of the following: Chemistry 25, Geology 41 or Physics 23a or 80	12
Education 20	4
Speech 31	4
Mathematics 21 or 31	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

English 73, and 75, 76, or 80	8
Physical science	4
Health 79 and elective in health or physical education	8
Geography electives	12
Government 25 and Economics 55	8
Sociology 63	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Junior Year

Education 113, Psychology 119, 132	12
History 61, 62, 63	12
History 125	4
One of the following: Music 97, Art 112 or 113 (or other fine arts course)	4
Geography electives	12
Free elective	4
TOTAL	48

Senior Year

Geography 170	4
Education 169, 185, 186* and elective from 116, 128, 136, 154, 162, 164	16 or 18
Geography elective	4
Free electives	10 to 18
TOTAL	36 to 42**

*Note: Students should carry light loads while doing student teaching.

**Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Curriculum Leading to
BACHELOR OF ARTS DEGREE
Recommended for
MAJOR IN GEOGRAPHY

Freshman Year

	Hours
English 25, 26, 27	12
A laboratory science	12
A foreign language	12
Geography 33	4
Speech 31	4
Minor	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

English 73, and 75, 76, or 80	8
Foreign language (A continuation of the one bgun in the freshman year)	12
Health 79 or 125 and health elective	8
Psychology 65	4
Geography 43	4
Minor	4
Physical education or R.O.T.C.	3 or 6
Electives	8
TOTAL	51 to 54

Junior Year

*Geography electives	16
Mathematics or philosophy	8
Minor	12
Electives (from advanced courses)	12
TOTAL	48

Senior Year

*Geography electives	12
Minor	8
Electives (from advanced courses)	16 to 22
TOTAL	36 to 42**

*Note: Students planning to enter government service as geographers, should meet the government requirement of 45 hours for a major.

**Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE
(Non-Professional)

Recommended for

MAJOR IN GEOGRAPHY

Freshman Year

	Hours
Geography 33	4
History 27, 28	8
English 25, 26, 27	12
A laboratory science	12
Speech 31	4
Mathematics 21 or 31	4
Elective in health or physical education	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

Geography electives	12
English 73, and 75, 76, or 80	8
Mathematics	4
Health 79	4
Psychology 65	4
One of the following (not taken as a freshman): Government 25, Sociology 63, or Economics 55	4
Minor	4
Physical education or R.O.T.C.	3 or 6
Elective	4
TOTAL	51 to 54

Junior Year

History 61, 62, 63 (or equivalent in advanced courses)	12
*Geography electives	12
Minor	12
Advanced electives	12
TOTAL	48

Senior Year

*Geography electives	8
Minor	8
Advanced electives	20 to 26
TOTAL	36 to 42**

*Note: Students planning to enter government service as geographers, should meet the government requirement of 45 hours for a major.

**Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
With Secondary School Teacher's License
Recommended for
MAJOR IN GOVERNMENT

Freshman Year

	Hours
History 27, 28, and Government 25	12
English 25, 26, 27	12
Biology 37, 38	8
One of the following: Chemistry 25, Geology 41, Physics 23a or 80	4
Education 20	4
Speech 31	4
One of the following: Government 45, Sociology 63 or 75	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

History 61, 62, and 63	12
English 73, and 75, 76, or 80	8
Physical Science (to complete work begun in freshman year)	4
Psychology 65	4
Health 79 and elective in health or physical education	8
Economics 55	4
One of the following (not taken as a freshman): Sociology 63 or 75, or Government 45 (Both Government 45 and Sociology 63 or 75 are required)	4
Mathematics 21 or 31	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Junior Year

Government electives	16
Education 113, Psychology 119 and 132	12
History 125, and one of the following: Music 97, Art 112 or 113 (or other fine arts course)	8
Electives (from advanced courses)	12
TOTAL	48

Senior Year

Government electives	12
Education 169, 185, 186* and elective from 116, 128, 136, 154, 162, 164	16 or 18
Geography 170	4
Free electives (in advanced courses)	8 to 10
TOTAL	36 to 42**

*Note: Students should carry light loads while doing student teaching.

**Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Curriculum Leading to
BACHELOR OF ARTS DEGREE
Recommended for
MAJOR IN GOVERNMENT

Freshman Year

	Hours
English 25, 26, 27	12
A laboratory science	12
A foreign language	12
Government 25	4
Speech 31	4
Minor	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

English 73, and 75, 76, or 80	8
Foreign language (A continuation of the one begun in the freshman year)	12
Health 79 or 125 and elective in health or physical education	8
Psychology 65	4
Government 45	4
Minor	4
Physical education or R.O.T.C.	3 or 6
Electives	8
TOTAL	51 to 54

Junior Year

Government	16
Mathematics or philosophy	8
Minor	12
Electives (from advanced courses)	12
TOTAL	48

Senior Year

Government	12
Minor	8
Electives (from advanced courses)	16 to 22
TOTAL	36 to 42*

*Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE
(Non-Professional)

Recommended for

MAJOR IN GOVERNMENT

Freshman Year

	Hours
Government 25	4
History 27, 28	8
English 25, 26, 27	12
A laboratory science	12
Three of the following: Government 45*, Speech 31, Mathematics 21 or 31, or elective in health or physical education	12
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

*Note: If Government 45 is offered, it should be taken. If not, it should be taken the following year.

Sophomore Year

Government 45 (if not taken in preceding year), health elective, and the remaining one of the following which was not taken during the freshman year: Speech 31, Mathematics 21 or 31	12
Geography 33 or 43, Sociology 63, or Economics 55	4
English 73, and 75, 76, or 80	8
Mathematics	4
Health 79	4
Psychology 65	4
Minor	4
Electives	16
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Junior Year

Government	16
Minor	12
Advanced electives	20
TOTAL	48

Senior Year

Government	12
Minor	12
Electives	12 to 18
TOTAL	36 to 42*

*Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
With Secondary School Teacher's License
Recommended for
MAJOR IN HISTORY

Freshman Year

	Hours
History 27, 28	8
One from the following: Geography 33, Government 25, or Sociology 63	4
English 25, 26, 27	12
Biology 37, 38 and one of the following: Chemistry 25, Geology 41 or Physics 23a or 80	12
Education 20	4
Speech 31	4
Mathematics 21 or 31	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

History 61, 62, and 63	12
English 73, and 75, 76, or 80	8
Physical science (to complete work begun in freshman year)	4
Psychology 65	4
Health 79 and elective in health or physical education	8
Economics 55 and Sociology 63 or 75	8
Elective	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Junior Year

Education 113, Psychology 119, 132	12
History electives	12
History 125	4
One of the following: Music 97, Art 112 or 113 (or other fine arts course)	4
Electives	16
TOTAL	48

Senior Year

History 109	4
Geography 170	4
Education 169, 185, 186* and elective from 116, 128, 136, 154, 162, 164	16 or 18
Free electives	8 to 16
TOTAL	36 to 42**

*Note: Students should carry light loads while doing student teaching.

**Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Curriculum Leading to
BACHELOR OF ARTS DEGREE
Recommended for
MAJOR IN HISTORY

Freshman Year

	Hours
History 27, 28	8
One from the following: Geography 33, Government 25, or Sociology 63	4
English 25, 26, 27	12
A laboratory science	12
A foreign language	12
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

History 61, 62, and 63	12
Speech 31	4
English 73, and 75, 76, or 80	8
Foreign language (A continuation of the one begun in the freshman year)	12
Health 79 or 125 and elective in health or physical education	8
Psychology 65	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Junior Year

History 109 and History electives	12
Mathematics or philosophy	8
Minor	16
Electives (from advanced courses)	12
TOTAL	48

Senior Year

History elective	4
Minor	12
Electives (from advanced courses)	20 to 26
TOTAL	36 to 42*

*Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

BACHELOR OF ARTS DEGREE
With a Secondary School Teacher's License

For a Bachelor of Arts degree with a Secondary School Teacher's License, a student will have to apply all his electives and part of his minor to education courses and specified courses in social studies. This will re-

quire about 196 hours to complete rather than the usual 192. The courses would include the following:

	Hours
*Education 113, 185, and 186	14
*Psychology 119, 132	8
Government 25, Sociology 63, Economics 55, Geography 170	16
*History 125	4
Music or art	4
TOTAL (including 4 hours of duplication)	46

*Note: These courses must be spread over two years of time.

This program can be completed in the normal 4 years if the student will carry 18 hours two quarters of his junior and senior years. It permits of no electives whatever, however. This program is not recommended.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

(Non-Professional)

Recommended for

MAJOR IN HISTORY

Freshman Year

	Hours
History 27, 28	8
One from the following: Geography 33, Government 25, or Sociology 63	4
English 25, 26, 27	12
A laboratory science	12
Speech 31	4
Mathematics 21 or 31	4
Elective in health or physical education	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

History 61, 62, and 63	12
English 73, and 75, 76, or 80	8
Mathematics	4
Health 79	4
Psychology 65	4
One of the following (not taken as a freshman): Geography 33, Government 25, Sociology 63, or Economics 55	4
Minor	4
Physical education or R.O.T.C.	3 or 6
Elective	4
TOTAL	51 to 54

Junior Year

History electives	12
Minor	12
Advanced electives	24
TOTAL	48

Senior Year

History 109	4
Minor	8
Advanced electives	24 to 30
TOTAL	36 to 42*

*Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

With Secondary School Teacher's License

Recommended for

MAJOR IN RELIGION AND PHILOSOPHY

Freshman Year

	Hours
History 27, 28	8
Religion 20, 22	4
English 25, 26, 27	12
Biology 37, 38 and one of the following: Chemistry 25, Geology 41 or Physics 23a or 80	12
Education 20	4
Speech 31	4
Mathematics 21 or 31	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

English 73, and 75, 76, or 80	8
Physical science (to complete work begun in freshman year)	4
Psychology 65	4
Health 79 and elective in health or physical education	8
Religion 51	4
History 61, 62, 63	12
Government 25, Sociology 63 or 75, Economics 55	8
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Junior Year

Philosophy 100	4
History 125	4
Government 25, Sociology 63 or 75, Economics 55 (whichever was not take earlier)	4
Education 113, Psychology 119, 132	12
Religion and philosophy electives (Religion 130 must be included at some time)	12
One of the following: Music 97, Art 112 or 113 (or other fine arts course)	4
Electives	8
TOTAL	48

Senior Year

History 109	4
Geography	4
Education 169, 185, 186* and elective from 116, 128, 136, 154, 162, 164	16 or 18
Religion and philosophy electives (including Religion 130 if not taken earlier)	12
TOTAL	36 to 42**

*Note: Students should carry light loads while doing student teaching.

**Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Curriculum Leading to
BACHELOR OF ARTS DEGREE
Recommended for
MAJOR IN RELIGION AND PHILOSOPHY

Freshman Year

	Hours
Religion 20 and 22	4
*Social Studies electives (other than Religion and Philosophy)	4
Speech 31	4
English 25, 26, 27	12
Foreign language	12
A laboratory science	12
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

Religion 51	4
English 73, and 75, 76, or 80	8
Foreign language (same one as above)	12
Health 79 or 125	4
Psychology 65	4
*Social studies (other than Religion and Philosophy)	12
Elective	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Junior Year

Philosophy 100 and philosophy elective	8
Religion and/or philosophy electives	8
Health elective	4
Minor	16
Electives (from advanced courses)	12
TOTAL	48

Senior Year

Religion and philosophy electives	12
Minor	12
Electives (from advanced courses)	12 to 18
TOTAL	36 to 42**

*Not more than 4 hours of economics may be included in this group.

**Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE
(Non-Professional)

Recommended for

MAJOR IN RELIGION AND PHILOSOPHY

Freshman Year

	Hours
Religion 20, 22	4
History 27, 28	8
English 25, 26, 27	12
A laboratory science	12
Speech 31	4
Mathematics 21 or 31	4
Elective	4
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Sophomore Year

Religion 51	4
English 73 and 75, 76, or 80	8
Psychology 65	4
Mathematics	4
Health 79 and elective in health or physical education	8
Social studies: Two of the following: Geography 33, Government 25, Sociology 63 or 75, Economics 55	8
Electives (perhaps from minor)	12
Physical education or R.O.T.C.	3 or 6
TOTAL	51 to 54

Junior Year

Philosophy 100 and philosophy elective	8
Religion and/or philosophy electives	8
Minor	16
Electives (from advanced courses)	16
TOTAL	48

Senior Year

Religion and philosophy electives	12
Minor	12
Electives (from advanced courses)	12 to 18
TOTAL	36 to 42*

*Note: This total would be 48 hours except for physical education courses taken in freshman and sophomore years. Transfer students from junior colleges will usually have to take 48 hours as seniors to meet the requirement that 96 hours be taken in a senior college. A student should usually take a normal load of 48 hours for the year.

Requirements for a Minor

The division has no specified list of courses for a minor, but suggests that the student select courses that interest him or have special value for his particular program. No course may be taken without meeting requirements for prerequisites.

Requirements to Teach Social Studies as a Second Field

Students wishing to prepare to teach Social Studies (in high school) as a second field should take the following courses:

	Hours
History 27, 28	8
History 61, 62, 63	12
Government 25	4
Economics 55	4
Sociology 63 or 75	4
Geography 170	4
History 125	4

This list is designed to cover the principal fields a teacher might be called upon to handle. It does not meet requirements for a minor, however, since for a minor a student must take 28 hours in the same subject, e.g., geography, government, history, etc.

GEOGRAPHY

Miss Bolton Dr. Hall

The courses in geography are planned to place emphasis on the world community in which we live.

With the realization of the significance of geographic influences for Americans in the modern world, an effort is being made to develop through our course offerings a consciousness of geographic interrelationships in the world in which we live.

The courses listed below are designed for:

(1) Persons wishing to know about the world in which they live and yet not expecting to major in geography.

(2) Persons wishing to major in geography who expect to work for some state or Federal agency or in industry.

Students majoring in geography should select courses according to the following pattern:

1.	33	4
2.	43	4
3.	100, 180	4
4.	110, 118, 131, 138, 139, 140	16
5.	145, 160, 170, 176	8
		36

Note: Students planning to enter government service as geographers should meet the government requirement of 45 hours as a major.

33—**Principles of Global Geography.** Four hours.
The study of a global world. The relations of world powers in respect to natural regions, climate, soils, natural vegetation, products, population agglomerations and routes of travel. Basic for further geography study.

43—**Economic Geography of Selected Countries.** Four hours.
A brief regional survey of the economic geography of important countries, their products and trade relations. Special emphasis on the United States, South America, and Europe.

100—**Map Study and Map Making.** Four hours.
A detailed study of maps, globes, aeronautical charts, topographic maps and geologic maps. Preparation of maps from census statistics and field study.

110—**Geography of the United States and Canada.** Four hours.
A regional study of the United States and Canada. A study of the people, resources, products, trade, and world relations. Acquaintance with the United States census statistics.
Open to sophomores.

118—**Geography of South America, Mexico and the Caribbean Countries.** Four hours.
A study of Latin America intended to acquaint the student with the geography of regions differing from his own in many respects. Open to sophomores.

131—**Geography of Mississippi.** Two hours.
A study of the geography of Mississippi correlating the natural regions, soils, products, industries, and people. Maps will be made from United States census statistics.

138—**Geography of Europe.** Four hours.
A study of European countries, their people, resources, products, etc., with emphasis on the possibilities of each country for development in a modern economy.

139—**Asia.** Four hours.
A regional study. Special emphasis given to Russia, India, China, and Japan.

140—**Geography of Africa.** Two hours.
A regional study of Africa.

141—**Geography of Australia.** Two hours.
A regional study of Australia. A study of the people, climate, resources, products, trade, and world relations.

145—**Advanced Economic and Commercial Geography.** Four hours.
After a brief survey of geographic principles the study deals with the leading commodities of world trade, their sources and exchange, and a short description of the countries that enter into this trade.

160—**Geographic Influences in American Development.** Four hours.
A study of the relation of geography to the exploration, settlement, political, industrial and social development of the United States.

170—**World Political Geography.** Four hours.
A study of the world political situation, present and future, as seen from the natural environmental backgrounds.

176—**Conservation of Natural Resources.** Four hours.
A study of natural resources of the United States and the world: soil, minerals, natural vegetation, native animals, water and man. Present and future problems of conservation.

180—**Climatology.** Four hours.
A detailed study of classifications of world climates. Special reference will be made to distribution of world patterns of vegetation, soil, and population in relation to climate.

500—**Seminar in Geography.** Four hours.
Research will be carried on in some pertinent field of geography. The findings will be presented in the seminar.

GOVERNMENT

Dr. Davis Miss Jackson Mr. Nau Mr. Rodemann Mr. Walker Dr. Wilber

Introductory Notes

(1) Government 25 should normally precede all other courses except Government 106.

(2) Students desiring a complete survey of government in the United States should elect courses 25, 45, 130, and 135. Government 25 should be taken first, but there is no sequential organization of the others.

(3) Economics 129 (public finance) may be elected as government for meeting requirements for major or minor if approved by the student's adviser.

25—**American Government.** Four hours.
This course gives a survey of government in the United States, with emphasis on the Federal government. It is planned to be of value to the general student, whether he intends to take further work or not.

45—**County Government.** Four hours.
This course gives a general picture of local rural government in different sections of the United States, with historical origins. County government in Mississippi is emphasized.

101—**U. S. and Mississippi Constitutions.** Two hours.
A survey of the provisions of the Constitutions of United States and of Mississippi to give the student a general acquaintance with the documents. The documents themselves will be the basic text materials.

106—**American Political Parties.** Four hours.
This course is intended to give an understanding of the organization and operation of political parties in the United States, and of problems and methods of political leaders.

130—**State Government.** Four hours.
This course outlines the organization and problems of state government in the United States. The different forms of local government are discussed as parts of the state governmental organization rather than as independent institutions. Specific application will be made to the conditions existing in Mississippi, in trying to obtain a true picture of our own state government.

135—**American Municipal Government.** Four hours.
A study of the principles and systems of municipal government, with special stress on the revenue, budget, public safety, city planning, politics, indebtedness and the city as a problem in the government.

145—**Current problems in Citizenship.** Four hours.
This course is intended to supply a background for intelligent appreciation of the problems before the American government today. Problems

considered include attacks upon democracy, expansion of Federal powers and functions, civil rights and citizenship, election problems, reorganization of Congress and the Presidency, and foreign policies.

150—**Comparative Government.** Four hours.

A comparison of the American system of government with the principal types of governments abroad, especially British, French, and Russian types.

157—**International Politics.** Four hours.

A study of the principles of cooperation among nations, and of the structures of some outstanding international organizations, such as the United Nations, International Labor Organization, and the League of Nations.

185—**International Law.** Four hours.

Since World War I, an intimate bearing of international law upon the peace and prosperity of the world at large has been realized by the general public as well as by statesmen and scholars. Hence the study of the principles of International Law, with special stress on neutrality, methods of warfare, treatment of prisoners of war, maritime commerce, remedial rights and peace treaties.

554—**Problems in Mississippi Government.** Four hours.

A course dealing with governmental problems before the Legislature, and proposed changes in government and administration at all levels. Each student will be encouraged to analyze and evaluate the government of his own locality.

714—**Mississippi State and Local Government.** Four hours.

A detailed study of the state and local government in Mississippi. (Same as Education 714).

HISTORY

Dr. Davis Dr. Fortune Mr. Gonzales Miss Jackson Dr. McLemore
Mr. Nau Mr. Rodemann Mr. Steede Mr. Walker Dr. Wilber

Introductory Notes

It should be noted that several courses are parts of sequences, and that an entire sequence should usually be taken if any part is taken. These sequences are History 27 and 28, History 61, 62, and 63, and History 128 and 129.

Students should not ordinarly take advanced courses until after they have completed the corresponding survey course. History 27 and 28 are the survey courses in European history, and History 61, 62, and 63 are the survey courses in United States history.

Economics 111 and 112, and Religion 51 and 130 may be elected as history for meeting degree requirements, if approved by the student's adviser.

27—**World Civilization to 1648 A. D.** Four hours.

A study of the cultures of ancient and medieval peoples, including those of the Middle East, Europe, India, China, and America. Emphasis is placed on art, science, economic life, religion, and thought as well as upon political history. The course is intended to be of value to the general student, whether he is interested in majoring in history or not.

28—**World Civilization Since 1648.** Four hours.

A continuation of History 27. Half of the work is devoted to the 20th century, and special emphasis is given to current events.

61—**American History to 1844.** Four hours.
This course is designed to give the student a survey of our political, social and economic history to 1844.

62—**American History 1844 to 1896.** Four hours.
A continuation of History 61. Transfer students when appropriate may take either half of this course: 62a (two hours) or 62b (two hours). The dividing point is 1865.

63—**American History Since 1896.** Four hours.
A continuation of History 62.

109—**Mississippi History.** Four hours.
This course is designed to give the student a comprehensive view of the history of the State. The political, economic, and social aspects of the State's history are treated. An effort is made to relate the history of the State to the national and international scene. Extension readings and a research paper are required.

125—**Methods of Teaching the Social Studies.** Four hours.
Prerequisites: Education 113, Psychology 119, or consent of the instructor.

A study of the following as they would be adapted to the social studies: (1) principal methods of teaching, (2) application of psychological principles to teaching, (3) methods of selecting content, (4) materials available for teaching.

127—**Inter-American Relations.** Four hours.
A brief study of the Hispanic states from 1830 to the present with emphasis on the history of the ABC powers, Mexico, and Cuba. The course deals with the origin and development of the present-day problems of Hispanic America in the field of foreign relations. It treats of the diplomatic relations of the Hispanic American states with each other and primarily with the United States. Topics given intensive study are The Monroe Doctrine, Pan-Americanism, Caribbean problems, and Mexican relations.

128—**Early American Foreign Relations.** Four hours.
A survey of the foreign policy of the United States from the Revolution to 1898. Particular attention is devoted to the Monroe Doctrine and problems of expansion.

129—**Recent American Foreign Relations.** Four hours.
A continuation of History 128. Covers the period from 1898 to the present. Special emphasis is given to imperialism, the World Wars, and international organizations as they affect the United States.

138—**History of the Old South.** Four Hours.
A reading, research, and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention is given to slavery, life on the plantation, manners and customs.

140—**Civil War and Reconstruction.** Four hours.
An intensive study of the period 1861-1877.

141—**History of the New South.** Four hours.
A study of the history of the South from the end of Reconstruction (1877) to the present. A treatment of the social, economic, cultural, and political developments that have made the South what it is today. Special attention is given to Bourbon rule, the Agrarian revolt, twentieth century southern politics, industrial, and educational development.

142—**Contemporary American History.** Four hours.
A study of the history of the United States from 1920 to the present. Special emphasis is reserved for social, economic, cultural and political

trends and developments on the domestic scene in this colorful period of our history. The development of American foreign policy with its world-wide implications is studied with special emphasis upon current international problems.

160—**Greek Culture.** Four hours.

A study of the culture of the ancient Greeks, covering the literature, fine arts, politics, religion, and philosophy. Special emphasis is given the age of Pericles as the culmination of the culture.

162—**Roman Culture.** Four hours.

A study of the civilization of the Roman republic and early Roman empire, covering literature, religion, fine arts, philosophy, jurisprudence, administration, and political institutions. The last three topics will be emphasized especially.

164—**The Middle Ages.** Four hours.

An advanced course in European history covering the period from the end of the western Roman Empire to the beginning of the Renaissance.

166—**Renaissance and Reformation.** Four hours.

An advanced course in European History from the Renaissance to the Treaty of Westphalia in 1648. Particular emphasis will be given to art and literature of the period, the rise of capitalism, origins of modern science, the development of Protestantism and the Catholic Revival.

167—**Absolutism, the French Revolution and the Napoleonic Era.** Four hours.

An advanced course in the social, economic and political developments in Russia, England, Prussia, Austria and France from 1648 to 1815, with special emphasis upon 18th century philosophy, the "Glorious Revolution", the expansion of the British Empire, the French Revolution, and the spread of democratic ideas by French troops under Napoleon.

168—**Nineteenth Century Europe.** Four hours.

A study of Europe between the settlement of the Napoleonic Wars in 1815 and the outbreak of the World War in 1914. Special attention is given to the development of the great state, commercial imperialism, and international rivalries.

170—**Recent European History.** Four hours.

A study of the period from 1918 to the present.

172—**The Far East Since 1853.** Four hours.

A survey of the lands and peoples of Eastern Asia and their way of life. This course includes diplomatic relations, cultural movements, nationalism, and economic developments of China, Japan, Southeastern Asia, and the Pacific Islands, and their effect on other areas, from 1853 to the present.

174—**Early English History.** Four hours.

A survey of ancient and medieval England with emphasis on customs, literature, and institutions. Especially recommended for English majors.

175—**Modern English History.** Four hours.

A study of England from the time of the Stuarts. Especial emphasis is placed upon the development of political institutions, the industrial revolution, and imperialism.

179—**Constitutional History of the United States.** Four hours.

A study of the United States' constitution, of the documents, theories, and forces that led to its framing, and of the customs, interpretations, and amendments that have modified it since it was adopted. Especially recommended for pre-law students.

190—**English Constitutional History.** Four hours.
A course in the development of English political institutions, and governmental administration, and in the rise and growth of democracy in England from Anglo-Saxon times to the establishment of the British Commonwealth of Nations. Especially recommended for pre-law students.

192a-b—**Mississippi Materials.** Two hours each.
A series of lectures and discussions to provide teachers with Mississippi illustrations for use in teaching social studies. Many of the lectures will be given by off campus speakers. Since different topics will be emphasized in different years, the course may be repeated once for credit (as "a" and "b") with permission of the instructor.

514a—**Methods of Research in History and/or Government.** Two hours.
A course in the methods and techniques used in doing research in history or government. All candidates for degrees in teaching the social studies must take this course, and submit a piece of research at the end of the course showing familiarity with the tools of research. This course must be taken during the first quarter of graduate work in the Division of Social Studies. The course is offered every quarter at hours to be arranged. (History 559 if taken before June 1, 1953, was the equivalent of this course, and credit will not be given for both courses. This interpretation does not apply to History 514b, however, or the revised two-hour course History 559 first taught in the summer of 1953.)

514b—**Thesis.** Eight hours.
A continuation and application of History 514a. A student will work on a thesis with the help of a graduate faculty member. Credit will be withheld until the thesis is completed.

548—**Biographical History of the United States.** Four hours.
A seminar study of important persons in the history of the United States. The particular individuals to be studied will be decided after initial class discussion. Much of the work will be done individually.

550—**United States Foreign Relations.** Four hours.
A study of the current problems the United States faces in its foreign policy. The class considers the relations between the United States and each nation or area which presents a problem to the State Department at the time the course is taught. The class investigates the historical background of each problem, examines the possible alternatives the State Department might take and tries to evaluate them. If time permits, some attention is devoted to the organiziation of the State Department and the influence of other branches of the government on foreign policy.

552—**Seminar in Southern History.** Four hours.
A course dealing largely with research in Southern history. Students will be guided in study of particular problems which interest them individually.

553—**The West in American History.** Four hours.
An advanced study of characteristics of the frontier, and of the influence of the frontier on American life and culture.

556—**English Constitutional History.** Four hours.
A course in the development of English political institutions and governmental administration, and in the rise and growth of democracy in England, from Anglo-Saxon times to the establishment of the British Commonwealth of Nations. Not to be elected after History 190.

558—**Problems in Teaching the Social Studies.** Four hours.
A course dealing with specific problems teachers enrolled bring in from the field. Students are encouraged to use the course for making detailed plans for later use in their teaching positions. Open only to students who have had History 125, and who have had teaching experience in the field.

559—**Research in History and/or Government.** Two hours.

This is an individualized course in research in history and/or government, to follow History 514a if a student wishes to do further research but does not wish it to be part of a thesis. Each student will prepare an original research paper on some problem, and should have a topic or problem in mind before registering. Offered every quarter at hours to be arranged.

Prerequisite: History 514a.

562—**European Diplomacy, 1870-1919.** Four hours.

An intensive study of the strained international relations which led to World War I, and its aftermath. Social, economic, and political conditions within the major countries are considered also as background material.

570—**A Seminar Study of the Civil War and Reconstruction in American History.** Four hours.

Especial emphasis is placed on the causes of the Civil War; economic, political, social and psychological aspects of the War; and the effects of Reconstruction on subsequent developments in American history. The student is expected to do a satisfactory piece of detailed original research in some phase of the period covered by the course and to develop some proficiency in the mechanics of writing research papers and historical interpretation.

575—**Seminar in Recent European History.** Four hours.

A seminar in recent European and Asiatic developments since 1914. The procedure will be individualized, and each student will do research on an individual topic.

RELIGION AND PHILOSOPHY

Mr. Nau

The purpose of this department is to offer cultural courses for the general student who may wish to have a knowledge of the literature of the Christian and other religions of the world, of the history of religious expression, and of philosophy.

Students may elect religion and philosophy (as a combination) as a major or minor.

RELIGION

20—**The Old Testament.** Two hours.

A general survey of the Old Testament: its types of literature, the general content of its books, with some attention to the Hebrew historical movements which form its background.

22—**The New Testament.** Two hours.

A general survey of the New Testament life and times, the nature and content of its books, the ministry of Jesus, and the launching of the Christian movement.

51—**History of Non-Christian Religion.** Four hours.

A study of the grounds for religious belief among men, the emergence of tribal and national religions in antiquity, and a survey of the principal non-Christian faiths of ancient and modern times. (May be elected as history.)

121—**The Minor Prophets of Israel.** Two hours.

A study of the life and preachment of the Old Testament prophets; the social, political, economic, and religious conditions which called forth their work; and the relevance of their message to modern times.

123—**The Major Prophets of Israel.** Two hours.

A course similar to 121, dealing primarily with Isaiah, Jeremiah, and Ezekiel.

126—**The Gospels.** Four hours.

This course covers the biographical material of the life of Jesus, and approaches the literary problem of the Synoptic Gospels through an intensive study of Mark. This is followed by a consideration of the unique character of the Fourth Gospel.

130—**History of Christian Culture.** Four hours.

A study of the cultural development of Western Europe during the Christian era, with special attention to institutions, literature and the fine arts, as well as to religious thought. (May be elected as history.)

146—**The Literature of the Bible.** Four hours.

A literary study of the Old and New Testament Scriptures, together with a consideration of similar writings of Jewish writers contemporary with the Biblical authors, and a comparison of the Scriptural writing with related types among other peoples. (May be elected as English 146.)

PHILOSOPHY

100—**Introduction to Philosophy.** Four hours.

This course aims to acquaint the student with the general climate of philosophical study; it deals with values, methods, themes, the nature of reality, epistemology, ethics and aesthetics.

101—**Representative Philosophers.** Four hours.

This course introduces the student to some of the world's great thinkers, beginning with Plato. The approach is made through a study of selections from the writings of the philosophers.

102—**Representative Philosophers, Continued.** Four hours.

A continuation of Philosophy 101.

104—**History of Ancient and Medieval Philosophy.** Four hours.

This course aims to cover the main philosophic movements and to present the findings of the principal philosophers of the ancient world and of medieval culture. The great Greek pioneers, the patristic writers, and the scholastics receive especial emphasis.

106—**History of Modern Philosophy.** Four hours.

This course begins with the thought of the Renaissance and aims to cover the main problems and movements in philosophy from the fifteenth to the twentieth centures. Due attention is paid to the impact of the great revolutionary movements in religion, politics, and education.

177—**Ethics.** Four hours.

A study of the evolution of moral ideas from primitive to modern times and a criticism of ethical theories and of social institutions such as the state, property, and the family. (May be elected as a course in sociology.)

SOCIOLOGY

Mr. Allen Dr. Burrus

Students may pursue courses in sociology for any of three objectives: (1) a major in sociology; (2) a minor in sociology; (3)a major in sociology with emphasis on social work training. In addition students who are not sociology majors or minors may select individual courses according to their interests.

Majors should usualy select their minor field from among the following: geography, history, government, psychology, economics, or philosophy. Students planning to train for careers in research sociology should be well prepared in fundamental mathematics.

Ordinarily all students should take Sociology 63 as their first sociology course. Majors should include these courses: 63, 75, 112, 118, 128, 130, 151, and 180.

The courses in Economics 127, Sociology 151, and Psychology 139 may be used to satisfy major or minor requirements if approved by the adviser; however, only one of these may be used toward a minor.

Sociology Major for Pre-Professional Training in Social Work

Many undergraduate majors in sociology are planning to enter some phase of the social work profession. There are numerous opportunities for trained workers in the fields of child welfare work, family, medical, and psychiatric social work; and parole and probation positions. A student planning to enter profesional social work should obtain a well-balanced undergraduate education with courses selected from all major academic divisions. He should plan to obtain professional training in a graduate school of social work. The student planning to do professional social work usually takes a major in sociology with a minor in another social study. In addition to the minor, the student should take courses in each of the fields in the social studies division. The core curriculum should be completed in the first two years. The student may take either the B.S. or B.A. degree.

A four-year program should be worked out with the sociology adviser. The following courses are recommended but not mandatory: Sociology 63, 75, 100, 105, 112, 128, and/or 129 and 151; Psychology 116, 129, 137, and 139; Education 169 and/or Mathematics 120; Government 25, 45, and 130; Physical Education 133; and History 27, 28 (required for a B.S.), or 61, 62, 63.

63—**Introduction to Sociology.** Four hours.

A first course in sociology and a general introduction to the field. This course is designed to give the student a general over view of sociology by explaining its content and methodology. The purpose is to afford a better understanding of the social world in which we live. Attention is focused on how man builds his culture, the components of personality, the development of customs and social behavior patterns, and the function and importance of the social institutions in the structure of human society.

75—**Rural Sociology.** Four hours.

A study of social characteristics of rural society: characteristics of rural people, the structure, institutions and processes of rural society, and the relation of rural to urban society. Major attention is given to community life and community organization. Emphasis is given to Mississippi data. Especially recommended for persons planning careers in rural or farming areas.

100—**Introduction to Social Work.** Four hours.

An introduction to the function, method, and philosophy of contemporary social work. The divisions of the field (case work, group work, and community organizations), the relationship of social work to the social sciences and allied professions, and the professional status of social work are considered. Designed especially for those who plan to enter some line of social work as a vocation.

105—**Methods of Social Work.** Four hours.

Prerequisite: Sociology 63 and 100.

Methods in case work and social administration. Each student will

make a detailed individual study of the methodology of private and public social service agencies.

112—**Social Problems.** Four hours.

Prerequisite: Sociology 63 or consent of instructor.

Emphasis is placed on the causes of contemporary social problems as they are found in cultural patterns and social structure. Representative problems will be covered in class discussion; others will be studied by students individually.

116—**Rural Social Problems.** Four hours.

Prerequisite: Sociology 75.

An advanced course in rural sociology with detailed emphasis on a few of the more important aspects of rural life. Attention is given to contemporary problems of rural America.

118—**Urban Sociology.** Four hours.

Prerequisite: Sociology 63 or consent of instructor.

This course includes study of the nature of urban society, the impact of industrialization and urbanization on such institutions as the family, church, and school, problems of urban life, and the influence of the city upon rural areas.

128—**Criminology.** Four hours.

Prerequisite: Consent of the instructor.

A study of the causes of crime and the characteristics of criminals. Emphasis will be given to the role of the community in repression of crime, and to scientific treatment of offenders.

129—**Juvenile Delinquency.** Four hours.

Prerequisite: Sociology 63.

The sources and nature of juvenile delinquency. The course includes a study of the development of juvenile courts, probation and rehabilitation. The course is designed for teachers, social workers, and others with special interest in causes and treatment of delinquent behavior.

130—**Population.** Four hours.

Prerequisite: Sociology 63.

A scientific approach to population trends and problems. An analysis of population size, distribution, composition, growth and movement. Some special attention is given to Mississippi population trends.

139—**Social Psychology.** Four hours.

(Same as Psychology 139).

147—**The Family.** Four hours.

Prerequisite: Sociology 63 and consent of instructor.

An analysis of the structure and function of the family as an institution. The family is the basic institution of society. This course focuses attention on the nature of the institution with emphasis on factors shaping the contemporary family and on contemporary trends.

151—**Marriage and the Family.** Four hours.

(Same as Home Economics 151). (Not to be used to meet core requirements in social studies.)

175—**Social Institutions.** Four hours.

Prerequisite: Eight hours in sociology including Sociology 63.

A detailed study of major American social institutions: their functions, interrelatedness, and significant tendencies. Major emphasis is placed on the theory of social structure.

176—**Educational Sociology.** Four hours.

Prerequisite: Sociology 63 or eight hours in Education or consent of the instructor.

This course is an analysis of contemporary social issues which affect the school as revealed through the study of current materials in the social sciences.

177—**Ethics.** Four hours.

(Same as Philosophy 177).

181—**History of Social Thought.** Four hours.

Prerequisite: Sociology 63 and consent of instructor.

An introductory course in social theory with a historical approach to its development. To show relation to present day social theories. Each student will give special attention to some aspects of social thought.

182—**Methods of Social Research.** Four hours.

Open only to sociology majojrs and minors of advanced standing. Students taking this course will find Education 169 and/or Mathematics 120 to be good preparation.

A course in elementary research methods. A survey of accepted research techniques employed in sociology, illustrated with individual and class projects.

DIVISION OF SPEECH ARTS

Paul D. Brandes, Chairman

Mr. Bearss Dr. Brandes Dr. Gehring Mr. Lewis Mr. Macomber
Mr. Mullin Mrs. Rush

Requirements for major: See specific curricula below.
Requirements for minor: 28 hours in speech, including Speech 31 and any three of the following courses: Speech 41, 40, 52, 53, 60, and 131. To these 16 required hours, a student may add any other hours in speech to complete his minor.

Note One: Elementary education majors who choose a major in "English and Speech" should select Speech 131 (4 hours) and Speech 180 (one hour).

Note Two: English majors wishing to satisfy the state requirement to secure a certificate to teach both English and speech in the secondary school should select, in addition to Speech 31, the following courses: Speech 40; Speech 50; Speech 52, 53, 60, or 131; and any additional twelve hours in speech.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE*

Recommended for

ORAL INTERPRETATION OF LITERATURE

	Hours
Core Requirements	78
Major Requirements	36

1. Any 12 hours selected from the following:
   - Speech 50 (Theatre Production)
   - Speech 52 (Phonetics)
   - Speech 53 (Introduction to Radio and Television)
   - Speech 131 (Introduction to Speech Correction)
2. All of the following courses:
   - Speech 40 (Fundamentals of Oral Interpretation)
   - Speech 116 (Advanced Oral Interpretation)
   - Speech 170 (Seminar in Oral Interpretation)
   - Speech 199 (Problems in Speech) (for 4 quarter hours)
3. Any 8 additional hours in speech

Additional Requirements for Major**	16

Education or Library Science
- Education 117 (Methods and Materials in Children's Literature) or Library Science 102 (Books and Related Materials for Children)

English
- English 80 (American Literature)
- English 135 (Nineteenth Century Poetry and Prose) or English 136 (Nineteenth Century Poetry and Prose) or English 180 (Modern Poetry)
- English 182 (Modern Novel) or English 183 (Modern Drama)

Electives	62

Recommended minors: English, education.

*Bachelor of Arts candidates should substitute the appropriate core requirements.

**Substitution possible with consent of chairman of Speech Arts Division.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE*
Recommended for
PUBLIC ADDRESS

	Hours
Core Requirements	78
Major Requirements	36

1. Any 12 hours selected from the following:
   Speech 40 (Fundamentals of Oral Interpretation)
   Speech 50 (Theatre Production)
   Speech 52 (Phonetics)
   Speech 53 (Introduction to Radio and Television)
   Speech 131 (Introduction to Speech Correction)
2. All of the following courses:
   Speech 60 (Introduction to Public Speaking)
   Speech 115 (Persuasion)
3. Any 8 hours from the following:
   Speech 108 (Discussion and Debate)
   Speech 119 (Advanced Persuasion)
   Speech 162 (History and Criticism of American Oratory)
   Speech 164 (Rhetorical Criticism)
4. Any 8 additional hours in speech

Additional Requirements for Major**	16

Education and Psychology
Education 116 (Audio-Visual Education) and Psychology 139 Social Psychology)

Philosophy
Philosophy 100 (Introduction to Philosophy)

History
4 hours from History 179 (Constitutional History of the United States), History 190 (English Constitutional History), Government 45 (County Government), or Government 185 (International Law)

Electives	62

(Recommended minors: a field of social studies, psychology, English, economics, education).

*Bachelor of Arts candidates should substitute the appropriate core requirements.

**Substitution possible with consent of chairman of Speech Arts Division.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE*
Recommended for
RADIO AND TELEVISION

	Hours
Core Requirements	78
Major Requirements	36

1. Any 12 hours selected from the following:
   Speech 40 (Fundamentals of Oral Interpretation)
   Speech 50 (Theatre Production)
   Speech 52 (Phonetics)
   Speech 60 (Introduction to Public Speaking)
   Speech 131 (Introduction to Speech Correction)

2. All of the following courses:
   Speech 53 (Introduction to Radio and Television)
   Speech 101-102-103 (Radio and Television Laboratory) (for 4 hours)
   Speech 140 (Program Production)
   Speech 141 (Radio Announcing)
   Speech 147 (Radio Writing)

Any 4 additional hours in speech

Additional Requirements for Major** 16

English or Speech
English 138-148 for 4 hours (Advanced Composition or Speech 154 (Writing the Play)

Philosophy
Philosophy 100 (Introduction to Philosophy)

Psychology or Commerce
Psychology 139 (Social Psychology) or Commerce 137 (Principles of Advertising)

Fine Arts
Music 97 (The Enjoyment of Music)

(Recommended minors: commerce, psychology, journalism, English)

*Bachelor of Arts candidates should substitute the appropriate core requirements.

**Substitution possible with consent of chairman of Speech Arts Division.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

SPEECH CORRECTION AND HEARING

(This curriculum is designed for students who wish to certify as teachers of exceptional children in addition to qualifying for the standard certificate for teachers at the elementary level.)

	Hours
Core Requirements (which should include Physics 20)	78
Major Requirements in Speech	32

1. All of the following courses:
   Speech 52 (Phonetics)
   Speech 130 (Voice Science)
   Speech 131 (Introduction to Speech Correction)
   Speech 132 (Principles of Speech Correction)
   Speech 133 (Introduction to Audiology)
   Speech 134 (Auditory Training)
   Speech 180 (Clinical Observation)
   Speech 181-186 (Clinical Practice) (8-12 hours depending upon individual case)*

Major Requirements in Elementary Education 82

Education
Education 20 (The Teacher and the Community)
Education 66 (The Modern Elementary School)
Education 107 (Reading and Language Arts in the Elementary School)
Education 108 (Diagnostic and Remedial Reading)
Education 103 (Social Studies in the Elementary Grades)
Education 101 (Arithmetic in the Elementary School)
Education 117 (Methods and Materials in Children's Literature)

Education 116 (Audio-Visual Education)
Education 143 (Methods and Materials in the Elementary School)
Education 169 (Tests and Measurements)
Education 181-184 (Student Teaching in Lower Elementary Grades)*

Fine Arts

Art 25 (Introductory Art)
Music 95 (Fundamentals of Music)
Music 97 (The Enjoyment of Music)

Practical Arts

Conservation 132 (Science for Elementary Teachers)
Conservation 147 (Nature Study and Elementary Science)

Psychology

Psychology 116 (Human Growth and Development, Part I: Child)
Psychology 119 (Educational Psychology)
Psychology 137 (Mental Hygiene)

(No minor required with a double major).

*Elementary school majors with one or more years of teaching experience on the elementary level may do five hours of student teaching in the speech clinic under Speech 181-184, reducing by 5 the number of required hours for graduation with the double major. Under recommendation of the head of the Speech Arts Division, this five hours of student teaching in the speech clinic may be done off the campus, under the supervision of an approved student teacher.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE

Recommended for

SPEECH CORRECTION AND HEARING*

This curriculum is recommended for students who wish to qualify as teachers of exceptional children (both mentally retarded and those with speech and hearing defects) in addition to qualifying for the standard certificate for teachers at the secondary level.)

Core Requirements (which should include Physics 20) 78
Major Requirements 46

1. Any 8 hours selected from the following:
   Speech 40 (Fundamentals of Oral Interpretation)
   Speech 50 (Theatre Production)
   Speech 53 (Introduction to Radio and Television)
   Speech 60 (Introduction to Public Speaking)

2. All of the following courses:
   Speech 52 (Phonetics)
   Speech 130 (Voice Science)
   Speech 131 (Introduction to Speech Correction)
   Speech 132 (Principles of Speech Correction)
   Speech 133 (Introduction to Audiology)
   Speech 134 (Auditory Training)
   Speech 180 (Clinical Observation)
   Speech 181-186 (Clinical Practice) (8-12 hours depending upon individual case)

Speech 158 (Teaching Speech in the High School) or Speech 159 (Methods in Speech Correction and Hearing)

Additional Requirements for Major 54

Fine Arts
Music 97 (The Enjoyment of Music)

Education
Education 20 (The Teacher and the Community)
Education 113 (Principles of Teaching in High School)
Education 169 (Tests and Measurements)
Education 185 and 186 (Student Teaching in the High School)
Education 108 (Diagnostic and Remedial Reading)
Education 150 (Education of the Mentally Handicapped)

Psychology
Psychology 119 (Educational Psychology)
Psychology 132 (Human Growth and Development, Part II: Adolescent)
Psychology 137 (Mental Hygiene)
Psychology 191 (Abnormal Psychology)
Psychology 198 (Individual Psychological Testing)

(Recommended minor: education.)

*Students wishing to receive a Bachelor of Science degree in speech correction and hearing but who do not wish to qualify as teachers of exceptional children or as teachers in the secondary school should follow the above curriculum with the exception of the courses in education and fine arts. Upon recommendation of the head of the Speech Arts Division, a portion of this student teaching may be done off campus, under the supervision of an approved student teacher.

Curriculum Leading to

BACHELOR OF SCIENCE DEGREE*

Recommended for

SPEECH EDUCATION

(In particular for those who are planning to teach general speech on the secondary level).

Hours

Core Requirements 78
Major Requirements 36

1. 8 hours from any two of the sets below and 12 hours from any one set:

   1. Oral Interpretation (Speech 40, 116, 170)
   2. Theatre (Speech 50, 104, 151)
   3. Speech Correction and Hearing (Speech 130, 131, 132)
   4. Public Speaking (Speach 115, 108, 119, or 162)
   5. Radio and Television (Speech 53, 140, 141, or 147)

2. All of the following courses:
   Speech 52 (Phonetics)
   Speech 158 (Teaching Speech in the High School)

Additional Requirements for Major 44

Fine Arts
Music 97 (The Enjoyment of Music)

Education

Education 20 (The Teacher and the Community)
Education 113 (Principles of Teaching in High School)
Education 169 (Tests and Measurements)
Education 185 and 186 (Student Teaching in the High School)

Education 116, 128, 136, 162, or 164

Psychology

Psychology 119 (Educational Psychology)
Psychology 132 (Human Growth and Development, Part II: Adolescent)

Additional hours as specified below**

Those electing 12 hours in either set No. 1 or No. 2 under major requirements above should take English 123 (Introduction to Shakespeare) or English 124 (Shakespearean Tragedy), plus 4 hours from any one of the following: English 179 (Introduction to Drama), English 180 (Modern Poetry), English 182 (Modern Novel, or English 183 (Modern Drama).

Those electing 12 hours in set No. 3 under major requirements above should take Psychology 137 (Mental Hygiene) and Psychology 191 (Abnormal Psychology).

Those electing 12 hours in set No. 4 under major requirements above should take 8 hours from any of the following courses: History 179 (Constitutional History of the United States), History 190 (English Constitutional History), Government 45 (County Government), or Government 185 (International Law).

Those electing 12 hours in set No. 5 under major requirements above should take Psychology 139 (Social Psychology, plus 4 hours from any of the following: English 138-148 (Advanced Composition), Speech 154 (Writing the Play), or Commerce 137 (Principles of Advertising).

Electives 34

Recommended minor: education.)

*Bachelor of Arts candidates should substitute the appropriate core requirements.

**Substitution possible with consent of chairman of Speech Arts Division.

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE*
Recommended for
THEATRE

	Hours
Core Requirements	78
Major Requirements	36

1. Any 12 hours selected from the following:
Speech 40 (Fundamentals of Oral Interpretation)
Speech 52 (Phonetics)
Speech 53 (Introduction to Radio and Television)
Speech 60 (Introduction to Public Speaking)
Speech 131 (Introduction to Speech Correction)

2. All of the following courses:
   Speech 104 (Acting
   Speech 106 (History of the Theatre) (for 4 hours)
   Speech 122 (Stagecraft)
   Speech 123 (Stage Design and Lighting)
   Speech 151 (Directing)

3. Any 4 additional hours in speech

Additional Requirements for Majors** 16

Art

Art 21 (Beginning Drawing) or Art 23 (Beginning Design)

English

Any 8 hours selected from the following:
English 123 (Introduction to Shakespeare)
English 124 (Shakespearean Tragedy)
English 179 (Introduction to Drama)
English 183 (Modern Drama)

Industrial Arts or Music

Industrial Arts 31a (Woodwork) and Industrial Arts 412 General Shop) or Music 95 (Fundamentals of Music)

(Recommended minors: art, English, education, industrial arts.)

*Bachelor of Arts candidates should substitute the appropriate core requirements.

**Substitution possible with consent of chairman of Speech Arts Division.

GENERAL COURSES

1-2-3-4—**Re-education in the Speech and Hearing Clinic.** Zero to four hours each quarter in attendance.

This course is designed for students of the college who possess a disorder so serious as to require treatment in the clinic. The hours of credit will depend upon the seriousness of the handicap and the amount of time consumed in the clinic. Compulsory for a student who has a speech or hearing handicap. May be repeated until excused from the clinic.

31—**Oral Communication.** Four hours.

Training given is aimed to improve the student's ability to communicate and to listen. Research for proper speech materials, organization of materials, language for expressing materials, and the means of delivering ideas are surveyed. Students who have a speech or hearing handicap may be required to take Speech 1, 2, 3, or 4. Upon the recommendation of the Speech Arts chairman, a student may be required to accelerate his program by enrolling in an advanced speech performance class (40, 50, 52, 53, or 60) in lieu of Speech 31.

Speech Laboratory. No credit.

This course is required of students taking Speech 31 who are discovered to have a deficiency in voice which is not severe enough to cause participation in the Speech and Hearing Clinic. This course is also required of any upper classman who is referred to the laboratory by an instructor in the college who finds a student deficient in the ability to do research for oral presentation, in the ability to organize for oral presentation, or in the ability to deliver in an effective manner what he has found and organized.

52—**Phonetics.** Four hours.
Prerequisite: Speech 31.
Students become familiar with the International Phonetic Alphabet, the

several guides to pronunciation of the major English dictionaries, and with variation of I.P.A. dialects and regionalisms are reviewed.

111, 112, 113, 114—**Speech Arts Activities.**
Prerequisite: Consent of instructor.

111 (a) (b) (c) (d) (e)—Debate, discussion, or individual speaking for intercollegiate competition. (One-half hour each quarter to a limit of six hours.)

112 (a) (b)) (c) (d) (e) (f)—The Theatre. (One-half hour each quarter to a limit of six hours.)

113 (a) (b)—Reading Chorus. (One-half hour each quarter to a limit of two hours.)

114 (a) (b) (c) (d) (e) (f)—The Speech Bureau. (One-half hour each quarter to a limit of six hours.)

157—**Teaching Speech in the Elementary School.** Four hours.
Prerequisite: 31; 40, 50, 52, 53, 60, or 131.
Methods and materials for various speech activties found in the elementary school are surveyed, with curriculum planning being given particular attention.

158—**Teaching Speech in the High School.** Four hours.
Prerequisite: 31; 40, 50, 52, 53, 60, or 131.
Methods and materials for speech in the junior and senior high school are discussed. A variety of curricula are examined. Competitive interscholastic contests are reviewed.

159—**Methods in Speech Correction and Hearing.** Four hours.
Prerequisite: 31, 131.
Methods and materials for teaching the defective handicapped with a speech and/or hearing disorder are considered. The organization of a speech and hearing clinic is presented.

199—**Problems in Speech.** One to four hours per quarter to a limit of six hours.
Prerequisite: Consent of instructor.
Students will be assigned a special research study in a given field of speech. Submission of a manuscript to be considered for publication will be necessary for satisfactory completion of the course.

ORAL INTERPRETATION OF LITERATURE

40—**Fundamentals of Oral Interpretation.** Four hours.
Prerequisite: 31.
Techniques for reading aloud are surveyed. Stress is placed upon the complete understanding of a given selection before it is read. This course is particularly recommended for elementary and secondary school teachers.

116—**Advanced Oral Interpretation.** Four hours.
Prerequisite: 40.
Attention is given here to the cutting of plays, novels, and longer poems for oral presentation.

170—**Seminar in Oral Interpretation.** Four hours.
Prerequisite: 40.
The literature of the field of oral interpretation is surveyed here, including an introduction to aesthetics and criticism. One major presentation of oral reading is required of each student during the progress of the course.

PUBLIC ADDRESS

60—**Introduction to Public Speaking.** Four hours.

Prerequisite: 31.

The research for materials, organigation, style, and delivery of the several types of speeches are included, with particular attention being given to the relationship of evidence to the materials presented.

108—**Discussion and Debate.** Four hours.

Prerequisite: 31.

Discussion and debate as tools of a democratic society are considered. The organization and presentation of the different types of discussions as well as the theory and practice of several forms of debate are included.

115—**Persuasion.** Four hours.

Prerequisite: 60.

Students study recent research in the field of persuasion and attempt to apply the results of such research in speaking situations. Attention is given to findings in the fields of advertising, social psychology, public opinion and rhetoric.

119—**Advanced Persuasion.** Four hours.

Prerequisite: 115.

After being introduced to the Aristotelian concept of rhetoric, students will select advanced projects to study the effectiveness of evidence, emotion, character, or reasoning as isolated factors of propaganda.

162—**History and Criticism of Amrican Oratory.** Four hours.

Prerequisite: 31.

The course is a study of the speakers (ministers, lawyers, statesmen, etc.) the movements, and the speeches that have been significant in American address from colonial times to the present. Students will make a series of biographical speeches about the men and women studied.

164—**Rhetorical Criticism.** Four hours.

Prerequisite: Consent of instructor.

The course is an approach to speech criticism involving such steps as the examination of facts, formulation of criteria, and the interpretation of the influence of speech in society.

RADIO AND TELEVISION

53—**Introduction to Radio and Television.**

Prerequisite: 31.

This course presents a survey of the background of radio and television. Students experience studio technique of broadcasting and use of equipment.

101, 102, 103—**Radio and Television Laboratory.** Two hours for each course.

Prerequisite: 53.

Classes meet double periods for each hour of credit. Students of these classes form the operating staff of the campus radio station, WMSU. Attention is given to administrative phases of station operation, planning and production of radio and television broadcasts. (Each course may be repeated once for credit).

140—**Program Production.** Four hours.

Prerequisite: 53.

This class will study and apply the methods of producing several types of radio and television shows. Opportunity will be given for practical experience over the campus and local radio stations and through the cooperation of neighboring television stations.

141—**Radio Announcing.** Four hours.
Prerequisite: 53.
Special consideration is given to voice training. The student gains practical experience of reading and ad libbing newscasts, commercials, musical continuity, variety shows, and the like.

145—**Radio Salesmanship.** Four hours.
Prerequisite: 53.
This course is a study of the many factors involved in selling radio time—choosing a buyer, selecting broadcast time, audience analysis, station rates, and servicing accounts.

147—**Radio Writing.** Four hours.
Prerequisite: 53.
Attention is given to dramatic scripts, adaptations, commercial copy, news, editing wire news service, and coverage of special events.

SPEECH CORRECTION AND HEARING

130—**Voice Science.** Four hours.
Prerequisite: 31.
This course surveys the physiology and pathology of the speech and hearing mechanism.

131—**Introduction to Speech Correction.** Four hours.
Prerequisite: 31 (preferably 52 also).
This course surveys the types of speech disorders. Students receive an introduction to methods of therapy for each disorder. A recognition and understanding of the speech handicapped is presented. Students observe therapy as administered in the college clinic and also visit centers of therapy in the surrounding regions.

132—**Principles of Speech Correction.** Four hours.
Prerequisite: 131.
Advanced therapy for the several speech disorders is presented. Students observe therapy as administered in the college clinic and also visit centers of therapy in the surrounding regions.

133—**Introduction to Audiology.** Four hours.
Prerequisite: 131.
The problems of meeting the needs of the hard-of-hearing child whose speech is defective is explored. Students learn to operate the audiometer and to interpret the various types of audiograms.

134—**Auditory Training.** Two hours.
Advanced therapy methods to assist teachers in improving the speech and hearing of children with varying degrees of hearing loss is presented.

180—**Clinical Observation.** One hour.
While a member of the class in Speech 131, a student may observe therapy practice in the Speech and Hearing Clinic. This observation always precedes actual clinical practice.

181, 182, 183—**Beginning Clinical Practice.** One to five hours.
Prerequisite: 131 ,132 (in certain individual cases, with consent of instructor, students may enroll following 131).
Students work with individual cases in the Speech and Hearing Clinic. Five hours of clinical practice may be substituted for five hours of practice teaching. Hours of credit are decided by a conference with the instructor. Students should reserve two hours of free time from one to four o'clock each day.

184, 185, 186—**Intermediate Clinical Practice.** One to five hours.
Prerequisite: 131, 132.
Further intensive work in the Speech and Hearing Clinic is given.

THEATRE

50—**Theatre Production.** Four hours.

Prerequisite: Consent of instructor.

The fundamental bases of complete theatre production, including discussion and practical application of the primary phrases of dramatic technique, are surveyed. This course is particularly recommended for secondary school teachers who may be called upon to direct high school plays.

104—**Acting.** Four hours.

Prerequisite: Consent of instructor.

Training in fundamentals for the stage as exemplified by the educational theatre is presented. Consideration is given to movement, pantomime, and characterization.

106a—**History of the Theatre (Ancient).** Two hours.

Students study theatre history from its beginning through the Roman era.

106b—**History of the Theatre (Medieval and Early Modern).** Two hours.

Students study theatre history from its medieval phases through the Restoration period.

160c—**History of the Theatre (Modern).** Two hours.

Students study theatre history from 1750 to the present.

122—**Stagecraft.** Four hours.

Prerequisite: Consent of instructor.

Major emphasis is placed on construction of scenery, painting, rigging and back-stage organization.

123—**Stage Design and Lighting.** Four hours.

Prerequisite: Consent of instructor.

The elements of stage design and lighting are discussed in their relationship to theatre production. Consideration is given to play analysis in terms of visualization and style.

125—**Use of Stake Make-Pp.** Two hours.

Prerequisite: 50.

Students study the techniques of applying the several types of stage make-up to achieve a variety of characterizations.

126—**Seminar in Theatre Production.** Two hours.

Prerequisite: 50.

Students consider the problems of producing plays requiring more study than is possible in Speech 50. Greek, Elizabethan, and Restoration drama are given particular consideration.

151—**Directing.** Four hours.

Prerequisite: 104.

Students assume partial responsibility for directing a college production. Special projpects are completed.

153—**Advanced Acting.** Four hours.

Prerequisite: 104.

The course adapts itself to the particular problems of the students enrolled. An evaluation will be made of the historic and contemporary theories and methods of acting.

154—**Writing the Play.** Four hours.

Prerequisite: Consent of instructor.

This course is devoted to guiding each student enrolled in the writing of a play.

ENROLLMENT

Year	By Quarters				By School Years and by Calendar Years		
	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	Totals with Repetitions	Different Individuals by Nine Months' Session	Different Individuals by Whole Calendar Years
1942-43	347	336	313	374	1370	533	772
1943-44	234	209	325	341	1109	388	664
1944-45	270	258	350	472	1350	422	722
1945-46	303	451	695	1062	2511	811	1518
1946-47	1189	1213	1395	1453	5250	1569	1859
1947-48	1565	1510	1827	2700	7602	2262	3551
1948-49	1918	1991	2470	2580	8959	2916	3974
1949-50	2462	2347	2672	2490	9971	3250	4151
1950-51	2474	2248	2247	2278	9247	3107	4183
1951-52	2220	2131	2263	2177	8791	2931	4020
1952-53	2470	2347	2366	1901	9084	3182	4291
1953-54	2517	2439	-------	-------	-------	-------	-------

ENROLLMENT FOR 1952-53

Counties represented	78
Other States represented	28
Foreign Countries represented	15
Enrollment by Extension	1,221
Enrollment by Correspondence (different individuals)	699
Enrollment of college men, in residence	2,153
Enrollment of college women in residence	2,143
Enrollment in Graduate School	814
Enrollment of Senior Class	1,029
Enrollment of Junior Class	723
Enrollment of Sophomore Class	574
Enrollment of Freshman Class	875
Enrollment of special unclassified	281
Master's degrees conferred—1952-53	172
Bachelor's degrees conferred—1952-53	624
Demonstration school enrollment	530

CERTIFICATES AND DEGREES GRANTED

Total master's degrees granted (beginning in 1948)	674
Total bachelor's degree granted (beginning in 1922)	6,347
Total diplomas granted (three years, discontinued in 1929)	768
Total one year certificates granted	2,129
Total two-year certificates granted	17
Total enrollment without duplication (1912-1953)	44,226

INDEX

A

Absences 80
Academic Guidance 61
Academic Organization 59-81
Accounting 92-94
Accrediting Associations 1
Administration Building 26
Administration of College 28
Administration of Schools 128-129
Administrative Officers 6
Admission 59-60
Admission to Graduate School 45-46
Advanced Standing 60
Agricultural Education 116
Alma Hickman Hall 27
Alumni Association 33-34
Anatomy 90-91
Application for Degree 78
Applied Music 144-145
Art 151-154
Athletics 33
Audio-Visual Center 39
Audio-Visual Education 127
Auditorium 26

B

Bachelor of Arts Degree 64-65
Bachelor of Music Degree 65
Bachelor of Music Education Degree 65
Bachelor of Science Degree 62-64
Band 32
Band Hall 26
Basic College 28-29
Basic College Advisers 61
Best Citizen Awards 33
Biological Sciences 82-91
Biology Curricula 83-86
Board of Trustees 3
Botany 89-90
Business Administration 94, 95, 96, 108, 109, 110
Business Education 97, 98, 110, 111, 112
Business Regulations 58

C

Cafeteria 27
Calendar 4, 5
Campus Scene 2
Certificates
- Adult Education 40
- Library Science 187
- Secretarial Science 101

Chapel Attendance 80
Chemistry 202-205
Child Development and the Family 165
Christian Federation 31
Church Music 150
Clothing, Textiles and Related Art 169
College Hall 26
College Reading Center 37
College Theatre 34
Commerce 92-115
Committee on Social Life 31
Composition 136, 139
Conservation 117
Core Curriculum 62-64, 65
Correspondence Study 41-44
Correspondence in Residence 79
Counseling Students 61, 62

D

Dean of the Basic College 62
Dean of the College 61
Dean of Graduate School of Education 62
Dean of Men and Dean of Student Welfare 62
Dean of Women 62
Dean's List 80
Definitions 81
Degrees and Curricula 62-66
Degrees for Medical Technicians 65-66
Degree for Pre-Dental Students 65-66
Degrees for Pre-Law Students 65-66
Degrees for Pre-Medical Students 65-66
Demonstration School 26, 27
Demonstration School Gymnasium 27
Discipline Committee 31
Divisions of Instruction 59
- Biological Sciences 82-91
- Commerce 92-115
- Conservation and Natural Resources 116-117
- Education and Psychology 118-133
- Fine Arts 134-154
- Health and Physical Education 155-161
- Home Economics 162-175
- Industrial Arts 175-177
- Language and Literature 178-198
- Military Science and Tactics 199-201
- Physical Sciences and Mathematics 202-213
- Social Studies 214-239
- Speech Arts 240-250

E

East Stadium Dormitory 27
Economics 102, 112-114
Education and Phychology 118-133
Electives 65
Elementary Education 118-122
Employment Opportunities 30-31
English 178-183

Enrollment 251
Examinations 80
Exceptional Children 38-39, 111
Exemption from Core Requirement 76-77
Expenses 54-58
Extension Service 40-44

F

Faculty 7-19
Faculty Committee 22-23
Fees 54-58
Field House 26
Fine Arts Building 26
Fine Arts Division 134-154
Foods and Nutrition 170-171
Foreign Language Department 190-195
Foreign Service Major 214-216
Foreign Trade 103
Forensics 35
Forrest County Hall 27
Fraternities 33
French 192-193

G

General Assembly 34
General Information 24-39
Geography 216-218, 228-230
Geology 205-208
German 194
Golf Course 33
Government 219-221, 230-231
Grace Bennett House 26
Grading System 80
Graduate School 45-53
Graduate Fellows 20
Graduate Scholarships and Fellowships 50

H

Hattiesburg Choral Union 32
Hattiesburg Hall 27
Heads of Divisions 6
Health 157-158
Health and Physical Education and Recreation 155-161
Health and Physical Education Building 26
Health Services 30
High School Correspondence 41
History 222-225, 231-235
History of College 24
Home Economics 162-174
Home Economics Building 26
Home Economics Education 171-172
Home Economics Graduate Courses 172-174
Honorary and Academic Organizations 32
Honors 79
Hospital 27, 30
Hospital Fee Coverage 30
Hours in Courses Numbered Above 100 78
House and Home Management 172

I

Industrial Arts 175-177
Industrial Arts Building 26
Institute of Latin American Studies 195-198
Institutional Management 167
Intramural Sports 33

J

Journalism 183-187
Junior Hall 27

K

Kate Hubbard House 26

L

Laboratory School 36
Language and Literature 178-198
Language Credit 79
Late Registration 79
Library 26, 35
Library Science 187-189
Living Accommodations 29
Load of Work 79, 80
Lyceum Atrractions 34

M

McCleskey Hall 27
McMillin Hall 27
Major Requirements 63-64, 65
Marketing 103-105, 114, 115
Master of Arts Degree 46-49
Master of Education 46, 49-50
Master of Music 52
Master of Music Education 52
Mathematics 210-213
Mathematics Requirements 59
Medical Technician 65-66, 73
Memorial Station 27
Military Experience—Credit for 60, 170
Military Science and Tactics 199-201
Minimum Requirements in Subject Fields for High School Teachers Certificates 68-70
Minor Requirements 64, 65
Mississippi Hall 27
Music 51-53, 134-147
Music Curricula in Graduate School 151
Music Education 52-53, 136, 140-144, 147-149
Music Hall 26

N

Nursery School 26,36

O

Office Management 99
Oral Interpretation of Literature 240, 247
Organization of Instruction 59
Orientation 61

P

Panhellenic House 27
Personnel Management 97
Phi Delta Kappa 32
Phi Delta Rho 32
Philosophy 225-228, 236
Physical Education 159-161
Physical Education Requirement 77
Physical Examinations 60
Physical Plant 25-27
Physical Sciences and Mathematics 202-213
Physics 208-210
Physiology 90-91
Piano 134-135, 136-137
Pi Kappa Pi 32
Pi Tau 32
Placement Bureau 36-37
Placement Examination 60
Power House 27
Practical Music 150
Pre-Dental 65-66, 72
Pre-Engineering 74-75
Pre-Legal 65-66, 73-74
Pre-Medical 65-66, 72
Pre-Optometry 75
Pre-Pharmacy 75
Pre-Professional Curricula 72-75
Program Changes 79
Programs of Study Available 76
Psychology 129-133
Psychological Services 37
Public Address 241, 248
Purpose of the College 25

Q

Quality Requirements 77-78
Quarter Hours 77

R

Radio and Television 35, 241-242, 248-249
Radio Station 35
Reading Clinic 38
Recreation 161
Registration Changes 79
Religion 225-228,, 235-236
Religious Life 31
Remedial Services 61
Requirements for the Degree of Master of Music 52
Requirements for Master's Degree 46, 47-49
Requirements for Master of Education 46, 49-50
Reserve Officers' Training Corps 199-201
Residence Attendance 77
Residence Requirements of Graduate School 50

S

Sam Woods Collection 35
Schedule Changes 79
Scholarship Committee 78
Scholarship Standards 78
Scholarships and Loans 30
Scholastic Regulations 76-81
Science Hall 26
Secondary Education 122-126
Second Bachelor's Degree 79
Secretarial Studies 100
Secretarial Training 101
Social Studies 214-239
Social Work 236-237
Sociology 236-239
Sororities 33
Southerner 31
Spanish 194-195
Special Education 126-127
Special Educational Services 37-39
Special Students 60
Speech Arts 240-250
Speech Education 244-245
Speech and Hearing Clinic 38-39
Speech Correction and Hearing 242-244, 249
Staff Members 20-21
Student Government 31
Student Life and Services 29-37
Student Printz 31
Student Publications 31
Summary of Expenses for Dormitory Students 54
Swimming Pool 27
Symphony Orchestra 32

T

Teachers' Certificates 66-72
Testing Program 61
Theatre 245-246, 250
Theoretical and Historical Music 145-146

V

Vesper Choir 32
Veterans' Expenses 57-58
Violin 135, 137-138
Violoncello 135, 137-138
Vocational Guidance 61
Voice 135, 138-139

W

Weathersby Hall 27
West Stadium Dormitory 27

Z

Zoology 87-89